



**STATE BOARD OF EDUCATION
AGENDA**

**Marva Johnson, Chair
John R. Padget, Vice Chair
Gary Chartrand
Tom Grady
Rebecca Fishman Lipsey
Michael Olenick
Andy Tuck**

**May 20, 2016
DoubleTree by Hilton
5780 Major Boulevard
Space Coast Room
Orlando, FL 32819**

9 a.m. Call to Order

Chair Marva Johnson

Welcome

Pledge of Allegiance

Member Comments

Chair Marva Johnson

Commissioner's Report

Commissioner Pam Stewart

Approval

1. Minutes of February 18 and March 29 Meetings pg. 4

Updates

2. K-12 Public Schools –Superintendent Barbara Jenkins on behalf of the Florida Association of District School Superintendents pg. 13
3. Florida College System – President Jim Henningsen on behalf of the Council of Presidents pg. 14

Action Items

4. Approval of Florida College System Performance Funding Final Reports pg. 18
 - Pasco-Hernando State College – Dr. Tim Beard
 - Pensacola State College – Dr. Ed Meadows
 - College of Central Florida – Dr. Jim Henningsen
 - Northwest Florida State College – Dr. Sasha Jarrell
 - Daytona State College – Dr. Tom LoBasso
5. Phoenix Academy of Excellence vs. School Board of Broward County pg. 19
6. Palm Beach Collegiate, Inc. vs. School Board of Palm Beach County pg. 23
7. Renaissance Charter High School of Palm Beach vs. School Board of Palm Beach County pg. 27
8. Approval of Amendment to Rule 6A-1.09401, Student Performance Standards, (adopt Computer Science Standards and Social Studies Access Points) pg. 31
9. Approval of Amendment to Rule 6A-1.09432, Assessment of English Language Learners pg. 33

10. Approval of Amendments to Rules Related to English Language Learners: pg. 35
 - 6A-6.09021, Annual English Language Proficiency Assessment for English Language Learners (ELLs)
 - 6A-6.0903, Requirements for Exiting English Language Learners from the English for Speakers of Other Languages (ESOL) Program
 - 6A-6.0905, Requirements for the District English Language Learners Plan
11. Approval of Amendment to Rule 6A-6.0571, Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks pg. 52

Consent Items

12. Approval of Amendment to Rule 6A-1.0451, Florida Education Finance Program Student Membership Surveys pg. 55
13. Approval of Amendment to Rule 6A-1.09441, Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation pg. 57
14. Approval of Reappointments to the Education Practices Commission pg. 62
15. Approval of Amendments to Rules Related to Educator Certification: pg. 70
 - 6A-4.002, General Provisions
 - 6A-4.003, Degrees, Programs, and Credits
 - 6A-4.006, General and Professional Preparation
 - 6A-4.0321, Specialization Requirements for Certification in Middle Grades General Science (Grades 5-9) - Academic Class
 - 6A-4.044, Specialization Requirements for Certification in Local Director of Career and Technical Education – Career and Technical Administrative Class
 - 6A-4.054, Specialization Requirements for Certification in Agriculture (Grades 6-12) - Degreed Career and Technical Class
 - 6A-4.056, Specialization Requirements for Certification in Business Education (Grades 6-12) - Degreed Career and Technical Class
16. Approval of Repeal of Rules Related to Educator Certification: pg. 76
 - 6A-4.0221, Specialization Requirements for Certification in Journalism (Grades 6-12) – Academic Class
 - 6A-4.0341, Specialization Requirements for Certification in Speech (Grades 6-12) – Academic Class
 - 6A-4.076, Specialization Requirements for the Endorsement in Teacher Coordinator of Cooperative Education – Vocational Class
 - 6A-4.078, Specialization Requirements for the Endorsement in Teacher Coordinator of Work Experience Programs – Vocational Class
17. Approval of Repeal of Rule 6A-6.012, Plans of Organization and Administration of Local Adult General Education Program pg. 80
18. Approval of Amendment to Rule 6A-10-040, Basic Skills Requirements for Postsecondary Career and Technical Certificate Education pg. 83
19. Approval of Repeal of Rule 6A-1.0402, School and District Annual Reports pg. 96
20. Approval of Amendment to Rule 6A-1.094221, Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion pg. 98
21. Approval of Amendment to Rule 6A-1.09414, Course Requirements – Grades PK-12 Exceptional Student Education pg. 101
22. Approval of Repeal of Rule 6A-6.0312, Course Modifications for Exceptional Students pg. 103
23. Approval of Amendment to Rule 6A-6.05282, College Reach-Out Program pg. 105
24. Approval of Repeal of Rule 6A-6.05221, Student Support and Assistance Component pg. 107
25. Approval of Amendment to Rule 6A-7.0710, Instructional Materials Evaluation Procedures pg. 109
26. Item 26 has been removed from this Board agenda and will be heard at a later date.
27. Approval of Amendment to Rule 6A-10.019, Required Annual Calendar for Colleges pg. 137

28. Approval of Repeal of Rule 6A-10.0318, Postsecondary Preparatory Instruction Curriculum and Postsecondary Readiness pg. 140
29. Approval of Repeal of Rule 6A-10.0319, Developmental Education Competencies pg. 147
30. Approval of Amendment to Rule 6A-10.041, Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers pg. 153
31. Approval of Amendment to Rule 6A-14.024, Composition of Boards of Trustees pg. 156
32. Approval of Amendment to Rule 6A-14.030, Instruction and Awards in Florida College System Institutions pg. 159
33. Approval of Amendment to Rule 6A-14.0301, Withdrawal and Forgiveness pg. 163
34. Approval of Amendment to Rule 6A-14.054, Student Fees pg. 166
35. Approval of Amendment to Rule 6A-14.0716, Florida College System Institution Budgets pg. 169
36. Approval of Critical Teacher Shortage Areas for 2016-17 pg. 171
37. Approval of Amendment to Rules 6M-8.603, Voluntary Prekindergarten (VPK) Provider Placed on Probation and Required to Apply for Good Cause Exemption; 6M-8.700, Child Performance Standards; and 6M-8.701, Provider on Probation; Voluntary Prekindergarten Education Program Annual Probation Progress Report; Second and Subsequent Year Probation pg. 182
38. Approval of Amendment to the Florida School for the Deaf and the Blind Rule 6D-3.002, Admission and Enrollment Requirements pg. 199
39. Approval of Amendment to the Florida School for the Deaf and the Blind Rule 6D-12.003, Campus Police Department pg. 213

Policy Issue for Consideration

40. 2015-16 Florida College System Performance-Based Incentive Program pg. 215

Concluding Remarks

Chair Marva Johnson

STATE BOARD OF EDUCATION
Action Item
May 20, 2016

SUBJECT: Approval of Minutes of February 18, 2016 and March 29, 2016, Meetings

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

The minutes of the February 18 and March 29, Meetings are presented for approval.

Supporting Documentation Included: Minutes, February 18 and March 29, 2016

Facilitator/Presenter: Chair Marva Johnson

**MINUTES
STATE BOARD OF EDUCATION
MEETING**

February 18, 2016
Room LL03, The Capitol
400 South Monroe Street
Tallahassee, Florida

Chair Marva Johnson called the meeting to order at 9:00 a.m. and welcomed members and guests to the State Board of Education meeting. The following members were present: Vice Chair John Padget, Gary Chartrand, Tom Grady, Rebecca Fishman Lipsey, Michael Olenick and Andy Tuck.

Chair Johnson called for a motion to amend the agenda removing item #8-Our Children's Prep School, Inc. vs. School Board of Polk County and #20-Approval of Amendment to Rules 6M-8.603, 6M-8.700, and 6M-8.701 related to the Voluntary Prekindergarten Education Program. Mr. Olenick made the motion with a second by Mr. Grady. The motion passed unanimously.

MEMBER COMMENTS

Ms. Fishman Lipsey thanked Chair Johnson for all her work and for being the first African-American woman to Chair the State Board of Education. She also shared her recent attendance at the 25th anniversary of Teach for America (TFA) and her interest in two bills moving through the legislative process regarding recess and access to auto epinephrine devices. Mr. Olenick requested an update on the bills. Ms. Fishman Lipsey shared her excitement for the work being done by the Department in creating an easy-to-use portal for parents to see all of the factors impacting school quality.

Mr. Tuck shared his attendance at the Black History Month Celebration at the Governor's mansion and he agreed with the comments by Ms. Fishman Lipsey.

Vice Chair Padget expressed his appreciation for work being done in Northeast Florida by Mr. Chartrand regarding STEM.

Mr. Grady congratulated the Commissioner on the release of the final school grades and thanked the Department for judging the Southwest Florida Annual Celebration of Reading program. He also thanked the Commissioner for her courage and dedication and for being a role model for the state of Florida.

Mr. Chartrand provided the following statistics about TFA: TFA provides more middle and high school Math and Science teachers to Florida Title I schools than any other college or university in the state of Florida and they provide more K-12 teachers in Title I schools located in Miami and in Duval Counties than any other state college or university. He also shared his support for legislation for predictable, sustainable capital funding for charter schools.

Chair Johnson shared her attendance at the Department of Education's Black History Month celebration and provided the following statistics related to African-American students: high school graduation rates for Florida's African-American students has increased 22.2 percentage points since 2003; Florida has the greatest number of AP scores of three or above for African-American students of any other state in the nation; Florida has a higher percentage of African-American students taking the SAT than any other state in the

Nation at 18.3 percent compared to 14.4 percent in other states; and between 2003 and 2015, the achievement gap between African-American students and white students declined 8.69 percent. She shared her recent visit to Aloma Charter School which is run by Accelerated Learning Solutions Group and in addition to focusing on academics they also provided additional services that helps students to deal with things in their lives that inhibit their ability to focus and learn. She recommended having the Accelerated Learning Solutions Group present best practices at a future Board meeting. She also shared interest in understanding more about the plans to communicate school grades and how the process will be transparent and understandable for parents moving forward.

Chair Johnson shared the process for Board members to submit topics for future Board meetings.

COMMISSIONER'S REPORT

Commissioner Stewart recognized the following recipients of the *Commissioner's Leadership Award*: Robert Glanton, an eighth grade honor student at Taylor County Middle School; Cheleshia Johnson, an eighth grade honor student at Havana Magnet School in Gadsden County; Devon Lovelace, a member of the 2015 graduating class from Altha Public School in Calhoun County; and Mathew Wood, a member of the 2015 graduating class from Blountstown High School in Calhoun County. Mr. Olenick thanked the Commissioner for sharing stories of adversity and perseverance by students.

Commissioner Stewart provided a summary of the process for the 2014-15 preliminary informational school grades and the appeal process and provided an update on Computer Science Standards. She also provided an overview of the changes to the Every Student Success Act.

Commissioner Stewart recognized Tanya Cooper, Director, Governmental Relations, to provide an update on legislation mentioned by Ms. Fishman Lipsey. Ms. Cooper provided an update on the emergency allergy treatment in schools, public school recess, and the Principal Autonomy Pilot program.

Commissioner Stewart provided an update on the State Board of Education priorities and thanked Chair Johnson for being the keynote speaker at the Department's Black History Month Celebration.

Commissioner Stewart shared the names of the winners of the Black History Month contest and that the Board will recognize them at a future meeting. She also thanked Department staff for volunteering to judge the essay submissions. She recognized Hershel Lyons, Chancellor, Division of Public Schools and Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools, for their work on the Lead Higher Collaborative grant opportunity offered by Equal Opportunity Schools. Vice Chair Padgett commended Commissioner Stewart for the quick progress on Computer Science Standards.

Commissioner Stewart announced that its Florida Future Farmers of America (FFA) day at the Capitol and recognized Brooks Parrish, President of the Florida FFA for a presentation. Mr. Parrish introduced his fellow teammates, Stephen Singleton, Area 2 State Vice-President and Heather Yoder, Area 1 State Vice-President.

Chair Johnson called for a motion to approve the Commissioner's Report. Vice Chair Padgett made the motion with a second by Mr. Olenick. The motion passed unanimously.

MINUTES

Chair Johnson called for a motion to approve the minutes from the January 6 Board meeting. Vice Chair Padgett made the motion with a second by Mr. Olenick. The motion passed unanimously.

UPDATES**Florida College System – Dr. Edward Meadows, President, Pensacola State College on behalf of the Council of Presidents**

Chair Johnson recognized Dr. Edward Meadows, President, Pensacola State College, on behalf of the Council of Presidents (COP). President Meadows shared that changes to the Florida College System formula were approved at the January COP meeting and House and Senate leadership have been informed. President Meadows provided an overview of the recommended changes to the formula and the establishment of eight committees to look at each component of the formula for further recommendations.

K-12 Public Schools – Bill Husfelt, Superintendent, Bay County Public Schools on behalf of the Florida Association of District School Superintendents

Chair Johnson recognized Bill Husfelt, Superintendent, Bay County Public Schools, on behalf of the Florida Association of District School Superintendents (FADSS). Superintendent Husfelt provided a brief overview of Bay County and then thanked the Department for decisions made in January in regards to school grades and for the new score report. Mr. Tuck suggested the Legislature provide funds to law enforcement to pay for resource officers in schools. Chair Johnson requested the Commissioner bring back information on how funding formulas for resource officers works across the state.

ACTION ITEMS**Approval of Amendment to Rule 6A-1.09401, Student Performance Standards**

Chair Johnson recognized Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools, to provide an overview of the amendment. Chair Johnson called for a motion to approve Rule 6A-1.09401, F.A.C. Vice Chair Padgett made the motion to approve the rule with a second by Mr. Tuck. The motion passed unanimously.

Approval of Amendment to Rule 6A-6.0201, State of Florida High School Diplomas, as of January 1, 2014

Chair Johnson recognized Rod Duckworth, Chancellor, Career and Adult Education, to provide an overview of the amendment. Chair Johnson called for a motion to approve Rule 6A-6.0201, F.A.C. Vice Chair Padgett made the motion to approve the rule with a second by Ms. Fishman Lipsey. Mr. Olenick requested the Board receive more information on the demographic of test takers and the services being provided to prepare students to be successful. The motion passed unanimously.

Approval of A.A.A. Scholarship Foundation- Florida, LLC as a Scholarship Funding Organization for 2016-17

Chair Johnson recognized Adam Miller, Executive Director, Office of Independent Education and Parental Choice to provide an overview of the next two items. Chair Johnson called for a

motion to approve A.A.A. Scholarship Foundation- Florida, LLC as a Scholarship Funding Organization for 2016-17. Vice Chair Padget made the motion to approve with a second by Mr. Tuck. Mr. Miller recognized Patty Frobels on behalf of A.A.A. The motion passed unanimously.

Approval of Step Up For Students, Inc. as a Scholarship Funding Organization for 2016-17

Mr. Miller provided an overview of item. Chair Johnson called for a motion to approve Step Up For Students, Inc. as a Scholarship Funding Organization for 2016-17. Vice Chair Padget made the motion to approve with a second by Mr. Tuck. Chair Johnson recognized Ann White, Chief Operating Officer on behalf of Step Up For Students and Joseph Pfountz, Chief Financial Officer on behalf of Step Up For Students. The motion passed unanimously.

Our Children's Prep School, Inc. vs. School Board of Polk County

This item was withdrawn.

Somerset Academy, Inc., Somerset College Prep Academy Middle School (High-Performing Appeal) vs. School Board of St. Lucie County

Chair Johnson recognized Mr. Olenick for comments related to the three High-Performing Appeals, items 9, 10, and 11. Mr. Olenick shared that he filed Form 8A, Memorandum of Voting Conflict for State Officers and abstain from voting on the High-Performing Somerset Academy, Inc. appeals, items 9, 10 and 11.

Mr. Miller provided an overview of the process for high-performing replication appeals and an overview of the first appeal. Mr. Miller recognized Johnathan Ferguson, General Counsel, St. Lucie County School District and Charles Gibson, General Counsel, Somerset Academy, Inc., to present arguments on the motion to dismiss. Chair Johnson recognized Matt Mears, General Counsel, to advise the Board. Mr. Mears advised the Board to deny the motion to dismiss so the appeal could be heard on the merits. Chair Johnson called for a motion to deny the motion filed by St. Lucie County to dismiss the appeal. Mr. Grady made the motion with a second by Vice Chair Padget. The motion passed unanimously with the exception of Mr. Olenick who abstained from voting.

Chair Johnson recognized Collette Papa, General Counsel, Somerset Academy, Inc., followed by Johnathan Ferguson, General Counsel, St. Lucie County School District to present arguments on the appeal.

Due to travel constraints Vice Chair Padget departed.

Commissioner Stewart recommended the Board grant the appeal. Chair Johnson called for a motion to grant the appeal. Mr. Grady made the motion with a second by Mr. Chartrand. The motion passed unanimously with the exception of Mr. Olenick who abstained from voting.

Somerset Academy, Inc., Somerset Academy Vero Beach and Somerset Academy Middle School Vero Beach (High-Performing Appeal) vs. School Board of Indian River County

Chair Johnson recognized Mr. Miller to provide an overview of the next two appeals for Indian River County. Chair Johnson recognized Collette Papa, General Counsel representing

Somerset Academy, Inc., and Suzanne D'Agresta, General Counsel representing Indian River County School Board to present arguments on whether or not the Somerset applications should be deemed approved. Mr. Tuck made the motion that the Board find that the application for Somerset Academy Charter School Vero Beach is not deemed approved. Chair Johnson recognized Mr. Miller for clarification on the motion. Mr. Grady seconded the motion. The motion passed unanimously with the exception of Mr. Olenick who abstained from voting.

Mr. Tuck made the motion that the Board find that the application for Somerset Academy Middle School Vero Beach is not deemed approved with a second by Mr. Grady. The motion passed unanimously with the exception of Mr. Olenick who abstained from voting.

Chair Johnson recognized Suzanne D'Agresta, General Counsel representing Indian River County School Board and Charles Gibson, General Counsel representing Somerset Academy, Inc., to present arguments on the motion to dismiss. Chair Johnson recognized Mr. Mears to advise the Board. Mr. Mears advised the Board to deny the motion to dismiss so the appeals could be heard on the merits.

Mr. Grady made the motion to deny the motion to dismiss the Somerset Academy Charter School Vero Beach with a second by Mr. Chartrand. The motion passed unanimously with the exception of Mr. Olenick who abstained from voting.

Mr. Grady made the motion to deny the motion to dismiss the Somerset Academy Middle School Vero Beach with a second by Ms. Fishman Lipsey. The motion passed unanimously with the exception of Mr. Olenick who abstained from voting.

Chair Johnson recognized Charles Gibson, General Counsel representing Somerset Academy, Inc. and Suzanne D'Agresta, General Counsel representing Indian River County School Board.

Commissioner Stewart recommended the Board grant both appeals. Chair Johnson called for a motion to grant the appeal of Somerset Academy Charter School Vero Beach. Mr. Chartrand made the motion with a second by Mr. Tuck. The motion passed unanimously with the exception of Mr. Olenick who abstained from voting.

Chair Johnson called for a motion to grant the appeal of Somerset Academy Middle School Vero Beach. Mr. Grady made the motion with a second by Mr. Tuck. The motion passed unanimously with the exception of Mr. Olenick who abstained from voting.

CONSENT ITEMS

Chair Johnson called for a motion to approve the consent items. Mr. Tuck made the motion with a second by Mr. Chartrand. The motion passed unanimously.

PRESENTATION

Northeast Florida Regional STEM² Hub

Chair Johnson recognized Mr. Chartrand for a presentation on a STEM initiative in Northeast Florida. Mr. Chartrand provided statistics on the STEM field related to Florida and a summary of the program. Chair Johnson suggested contacting Mark Wilson, President, Florida Chamber of Commerce, to see about replicating this program across the state. She also recommended sharing the presentation at a FADSS meeting.

ADJOURNMENT

Having no further business, Chair Johnson adjourned the meeting of the State Board of Education at 1:15 p.m.

Cathy Schroeder, Corporate Secretary

Marva Johnson, Chair

**MINUTES
STATE BOARD OF EDUCATION
MEETING**

March 29, 2016
Conference Call

Chair Marva Johnson called the meeting to order at 9:00 a.m. and welcomed members and guests to the State Board of Education meeting. The following members were present: Vice Chair John Padget, Gary Chartrand, Tom Grady, Rebecca Fishman Lipsey, Michael Olenick and Andy Tuck.

MEMBER COMMENTS

Ms. Fishman Lipsey thanked Governor Scott and the Legislature for the increase in spending for education and her appreciation for the bills that passed regarding eligibility for McKay Scholarships for foster children, availability of Epi-pens in private schools, and making it easier for individuals with advanced STEM degrees to get a teacher certificate.

Chair Johnson also thanked Governor Scott for his efforts to ensure Florida has a strong educational platform for students.

COMMISSIONER'S REPORT

Commissioner Stewart expressed her gratitude for Governor Scott and the Legislature for making education a paramount focus for what we do in Florida. She provided an overview of the Florida First budget and the historic funding for education. She shared that the first round of computer-based testing for the Florida Standards Assessment was successful. She also provided an overview of the 2015 Advanced Placement (AP) Cohort Data Report released by the College Board, which highlighted Florida as second in the nation for the percentage of graduates who took an AP exam during high school.

ACTION ITEMS

Adoption of Resolutions Authorizing the Issuance and Sale of Not Exceeding \$1,200,000,000 State of Florida, Full Faith and Credit, State Board of Education Public Education Capital Outlay (PECO) Refunding Bonds, 2016 Series (to be determined)

Chair Johnson recognized Linda Champion, Deputy Commissioner for Finance and Operations, to provide an overview of the item. Chair Johnson called for a motion to approve the resolutions. Mr. Olenick made the motion to approve with a second by Mr. Grady. The motion passed unanimously.

Adoption of a Resolution Requesting the Issuance and Sale of Not Exceeding \$440,000,000 State of Florida, State Board of Education Lottery Revenue Refunding Bonds Series (to be determined)

Chair Johnson called for a motion to approve the resolution. Vice Chair Padget made the motion to approve with a second by Mr. Grady. The motion passed unanimously.

ADJOURNMENT

Having no further business, Chair Johnson adjourned the meeting of the State Board of Education at 9:27 a.m.

Cathy Schroeder, Corporate Secretary

Marva Johnson, Chair

STATE BOARD OF EDUCATION
Update
May 20, 2016

SUBJECT: K-12 Public Schools – Superintendent Barbara Jenkins on behalf of the Florida Association of District School Superintendents

PROPOSED BOARD ACTION

N/A

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

An update will be provided by Superintendent Jenkins, Orange County Public Schools on issues relating to K-12 education initiatives.

Supporting Documentation Included: Talking Points (to be provided)

Facilitator/Presenter: Barbara Jenkins, Superintendent, Orange County Public Schools

STATE BOARD OF EDUCATION

Update

May 20, 2016

SUBJECT: Florida College System – President Jim Henningsen, College of Central Florida, on behalf of the Council of Presidents

PROPOSED BOARD ACTION

N/A

AUTHORITY FOR STATE BOARD ACTION

N/A

EXECUTIVE SUMMARY

President Jim Henningsen, College of Central Florida, will provide an update on the activities and achievements of the FCS institutions on behalf of Council of Presidents (COP).

Supporting Documentation Included: Florida College System Council of Presidents Update

Facilitator/Presenter: Dr. Jim Henningsen, President, College of Central Florida

**State Board of Education
Florida College System
Council of Presidents Update
May 2016**

The Florida College System 2017 Aspen Award Candidates

The \$1 million Aspen Prize for Community College Excellence, awarded every two years, is the nation's signature recognition of high achievement and performance among America's community and state colleges and recognizes institutions for exceptional student outcomes in four (4) areas: student learning, certificate and degree completion, employment and earnings, and high levels of access and success for minority and low-income students.

As you know, in **2015, Santa Fe College in Gainesville**, was recognized for this honor following **Valencia College's recognition in 2011**. Indian River, Broward and Miami Dade College have also been recognized as finalists.

From over 1000 colleges nationwide, 150 have been selected as meeting the 2017 Round 1 eligibility criteria developed by a Data Metrics Advisory Panel working with the National Center for Education Management Systems.

Florida leads the nation in the percentage of public colleges selected based upon demonstrating the highest levels of performance on metrics in three key areas:

The 14 Florida Colleges recognized for Round 1, 2017 Aspen Award eligibility:

- Broward College *Fort Lauderdale, FL*
- Chipola College *Marianna, FL*
- College of Central Florida *Ocala, FL*
- Daytona State College *Daytona Beach, FL*
- Eastern Florida State College *Cocoa, FL*
- Florida SouthWestern State College *Fort Myers, FL*
- Florida State College at Jacksonville *Jacksonville, FL*
- Indian River State College *Fort Pierce, FL*
- Lake-Sumter Community College *Leesburg, FL*
- Northwest Florida State College *Niceville, FL*
- Palm Beach State College *Lake Worth, FL*
- Saint Johns River State College *Palatka, FL*
- South Florida State College *Avon Park, FL*
- Tallahassee Community College *Tallahassee, FL*

Note: Santa Fe College and Valencia College also continue to meet eligibility criteria, but due to past recognition are not eligible for 2017 award consideration.

Over the next few months, the 150 colleges selected for Round 1 eligibility will be narrowed down to 10 finalists following data analysis. After on-site visits by teams of experienced researchers and practitioners, a full quantitative and qualitative report will be presented to a Prize Jury of prominent former elected officials, national business and civic leaders and education experts who determine the winner. Ten 2017 Aspen Award finalists will be announced in Fall 2016, with the winner to be announced early in 2017.

2016 All-Florida Academic Team Awards

The Council of Presidents' wishes to **thank State Board of Education Chair, Marva Johnson** for delivering the keynote address at the 2016 All-Florida Academic Team Awards Ceremony held on April 21st in Tampa. At this ceremony, **128 Florida College System students were recognized** for achieving academic excellence, leadership and service that extends their education beyond the classroom to benefit their communities and beyond. Among those recognized were three (3) students named as All-USA Scholars, a select group of 20 exceptional students nationwide:

- Maria Ortiz-Miami Dade College
- Joshua Pickering -Santa Fe College
- Shawn Zamani-Hillsborough Community College

Joshua Pickering from Santa Fe College was also honored as the 2016 New Century Scholar, an annual recognition sponsored by the Coca Cola Scholars Foundation. Joshua, a Navy veteran, who trained as an EMT, plans to pursue a career in medicine.

PTK International

While, we are proudly bragging about the accomplishments of our students, let me also bring to the Board's attention that **for the third (3rd) year in a row, a Florida College System student has been elected as the International President of Phi Theta Kappa (PTK) International**, the academic honorary society for scholars at 2 year institutions. Andrew Porter was elected by the votes of over 4,000 delegates at the PTK National Convention recently held in Washington, D.C. Congratulations to the students from Miami Dade College, College of Central Florida and Valencia College who have represented and continue to represent the FCS in this prestigious role.

Workforce Education and Affordability

Clearly the nationally recognized accomplishments of the Florida College System demonstrate the commitment of our institutions to providing a quality education for our students and meeting the workforce needs of our communities and state. Florida College System institutions are the most affordably priced option for quality higher education in Florida. For 2015, in-state tuition and fees for a full-time student were \$3,156 per year compared to \$5,934 at a state university and \$20,053 at a private university*. Many of our colleges are in the top 20 nationwide for lowest cost.

A major challenge for our system is the issue of capacity and our ability to meet the employer demands for additional graduates in critical programs, such as those in STEM fields. As we prepare for the next legislative session, we will continue to seek the support of the State Board of Education for funding to assist us in increasing job creation and economic development within our great state.

* Tuition and fee data from Feb. 17, 2016 Florida College System Newsletter Data Snapshot.

Thank you.

STATE BOARD OF EDUCATION
Action Item
May 20, 2016

SUBJECT: Approval of Florida College System Performance Funding Final Reports

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Specific Appropriation 122 of the 2015-16 General Appropriations Act and Implementing Senate Bill 2502-A (2015) Section 15

EXECUTIVE SUMMARY

At the September 2015 meeting, the State Board of Education (SBOE) approved Performance Funding Improvement Plans for the five colleges that fell below the minimum performance threshold. The Performance Funding Model, approved by the SBOE in July 2015, requires each of these five college to submit a Mid-Year Report and a Final Report detailing efforts and results of improvement implemented at their colleges. At the January 2016 SBOE meeting, each college presented a Mid-Year Report. Colleges presenting Final Reports are:

1. [Pasco-Hernando State College – Dr. Tim Beard](#)
2. [Pensacola State College – Dr. Ed Meadows](#)
3. [College of Central Florida – Dr. Jim Henningsen](#)
4. [Northwest Florida State College – Dr. Sasha Jarrell](#)
5. [Daytona State College – Dr. Tom LoBasso](#)

Supporting Documentation Included: Final Improvement Plans for each college listed above (under separate cover)

Facilitators/Presenters: Chancellor Madeline Pumariega; President Tim Beard, Pasco-Hernando State College; President Ed Meadows, Pensacola State College; President Jim Henningsen, College of Central Florida; Interim President Sasha Jarrell, Northwest Florida State College; and President Tom LoBasso, Daytona State College

STATE BOARD OF EDUCATION
Action Item
May 20, 2016

SUBJECT: Phoenix Academy of Excellence vs. School Board of Broward County

PROPOSED BOARD ACTION

Accept Recommendation of the Charter School Appeal Commission to Deny the Appeal

AUTHORITY FOR STATE BOARD ACTION

Section 1002.33, Florida Statutes

EXECUTIVE SUMMARY

This is an appeal by Phoenix Academy of Excellence, of the decision of the School Board of Broward County to deny the charter application submitted by the Applicant.

ISSUE:

Whether the School Board had good cause to deny the application based on the Applicant's failure to comply with Section 1002.33, Florida Statutes.

STANDARD OF REVIEW: Competent substantial evidence

The School Board's determination must be based on good cause. The standard by which the State Board is to review the School Board's decision is whether the School Board had competent substantial evidence to make that determination. The question, therefore, is whether the evidence upon which the School Board based its determination is sufficiently relevant and material that a reasonable mind would accept it as adequate to support the conclusion reached. If so, the School Board's decision must be upheld.

SCHOOL BOARD'S GROUNDS FOR DENIAL:

The School Board of Broward County based its denial on the following pursuant to Section 1002.33, Florida Statutes:

- Application failed to meet the requirements of the Educational Plan
 - Mission, Guiding Principles and Purpose: Sections 1002.33(2)(a); 1002.33(2)(b);1002.33(2)(c);1002.33(6)(a)1.;1002.33(7)(a)1., Florida Statutes
 - Curriculum Plan: Sections 1002.33(6)(a)2.; 1002.33(6)(a)4.; 1002.33(7)(a)2.;1002.33(7)(a)4., Florida Statutes
 - Student Performance, Assessment and Evaluation: Sections 1002.33(6)(a)3.;1002.33(7)(a)3.; 1002.33(7)(a)4.;1002.33(7)(a)5., Florida Statutes
 - Exceptional Students: Section 1002.33(16)(a)3., Florida Statutes
 - English Language Learners: Sections 1002.33(10), Florida Statutes
 - School Climate and Discipline: Sections 1002.33(7)(a)7.; 1002.33(7)(a)11.; 1002.33(9), Florida Statutes

- Application failed to meet the requirements of the Organizational Plan
 - Management: Sections 1002.33(7)(a)9.; 1002.33(7)(a)14., Florida Statutes
- Application failed to meet the requirements of the Business Plan
 - Facilities: Sections 1002.33(7)(a)13.; 1002.33(18), Florida Statutes
 - Budget: Sections 1002.33(6)(a)5.; 1002.33(6)(b)2., Florida Statutes
 - Action Plan: Sections 1002.33(7)(a)16., Florida Statutes

CONCLUSION:

The School Board did have good cause to determine that the Applicant failed to meet the requirements of Section 1002.33, Florida Statutes, for failure to:

Meet the requirements of the Educational Plan.
Meet the requirements of the Organizational Plan.
Meet the requirements of the Business Plan.

CSAC RECOMMENDATION:

The Charter School Appeal Commission recommends upholding the decision of the School Board of Broward County by denying the appeal of Phoenix Academy of Excellence.

Supporting Documentation Included: Charter School Appeal Commission Recommendation. [Charter School Appeal Commission transcript](#), [appeal](#), and [response of the school board](#) (under separate cover)

Facilitator/Presenter: Lois Tepper, Commissioner’s Designee as Chair, Charter School Appeal Commission

**CHARTER SCHOOL APPEAL COMMISSION
Recommendation to State Board of Education, May 20, 2016**

PHOENIX ACADEMY OF EXCELLENCE

v.

SCHOOL BOARD OF BROWARD
COUNTY

_____ /

DOE Case No. 2015-3217

RECOMMENDATION

On September 16, 2015, the School Board of Broward County (School Board) voted to deny the application of Phoenix Academy of Excellence (Charter Applicant). The School Board’s letter of denial was dated September 17, 2015. The Charter Applicant filed this appeal on October 14, 2015. Thereafter, the School Board timely filed its Response with the State Board of Education. On February 24, 2016, the Charter School Appeal Commission met and heard the appeal of this matter. **Thereafter, the Commission voted 4 to 0 to recommend that the State Board of Education deny the appeal of the Charter Applicant.** The Commission’s justifications for its recommendation were as follows:

Issue One

- The Commission voted 4 to 0 that the School Board did have competent substantial evidence to support its denial of the Charter School Application based on the Applicant’s failure to meet the standards for the Educational Plan pursuant to Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code.
- The Commission voted 4 to 0 that the School Board’s denial of the Charter School Application based on the Applicant’s failure to meet the standards of Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code, regarding the Educational Plan, was statutory good cause for denial.

Issue Two

- The Commission voted 4 to 0 that the School Board did have competent substantial evidence to support its denial of the Charter School Application based on the Applicant's failure to meet the standards for the Organizational Plan pursuant to Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code.
- The Commission voted 4 to 0 that the School Board's denial of the Charter School Application based on the Applicant's failure to meet the standards of Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code, regarding the Organizational Plan, was statutory good cause for denial.

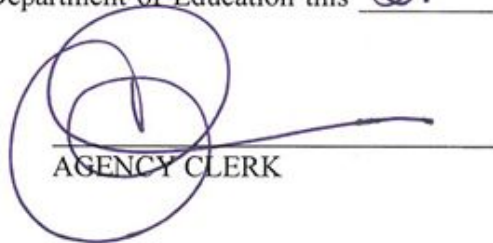
Issue Three

- The Commission voted 4 to 0 that the School Board did have competent substantial evidence to support its denial of the Charter School Application based on the Applicant's failure to meet the standards for the Business Plan pursuant to Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code.
- The Commission voted 4 to 0 that the School Board's denial of the Charter School Application based on the Applicant's failure to meet the standards of Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code, regarding the Business Plan, was statutory good cause for denial.



Lois S. Tepper, Commissioner's Designee
Chair, Charter School Appeal Commission

FILED with the Agency Clerk of the Department of Education this 21 day of March, 2016.



AGENCY CLERK

STATE BOARD OF EDUCATION

Action Item

May 20, 2016

SUBJECT: Palm Beach Collegiate, Inc. vs. School Board of Palm Beach County

PROPOSED BOARD ACTION

Accept Recommendation of the Charter School Appeal Commission to Deny the Appeal

AUTHORITY FOR STATE BOARD ACTION

Section 1002.33, Florida Statutes

EXECUTIVE SUMMARY

This is an appeal by Palm Beach Collegiate, Inc., of the decision of the School Board of Palm Beach County to deny the charter application submitted by the Applicant.

ISSUE:

Whether the School Board had good cause to deny the application based on the Applicant's failure to comply with Section 1002.33, Florida Statutes.

STANDARD OF REVIEW: Competent substantial evidence

The School Board's determination must be based on good cause. The standard by which the State Board is to review the School Board's decision is whether the School Board had competent substantial evidence to make that determination. The question, therefore, is whether the evidence upon which the School Board based its determination is sufficiently relevant and material that a reasonable mind would accept it as adequate to support the conclusion reached. If so, the School Board's decision must be upheld.

SCHOOL BOARD'S GROUNDS FOR DENIAL:

The School Board of Palm Beach County based its denial on the following pursuant to Section 1002.33, Florida Statutes:

- Application failed to meet the requirements of the Educational Plan
 - Mission, Guiding Principles and Purpose: Sections 1002.33(2)(a); 1002.33(2)(b);1002.33(2)(c);1002.33(6)(a)1.;1002.33(7)(a)1., Florida Statutes
 - Target Population and Student Body: Sections 1002.33(10)(e); 1002.33(6)(b)2.;1002.33(7)(a)1.;1003.03, Florida Statutes
 - Educational Program Design: 1002.33(7)(a)2., Florida Statutes
 - Curriculum Plan: Sections 1002.33(6)(a)2.; 1002.33(6)(a)4.; 1002.33(7)(a)2.;1002.33(7)(a)4., Florida Statutes
 - Student Performance, Assessment and Evaluation: Sections 1002.33(6)(a)3.;1002.33(7)(a)3.; 1002.33(7)(a)4.; 1002.33(7)(a)5., Florida Statutes
- Application failed to meet the requirements of the Organizational Plan
 - Management: Sections 1002.33(7)(a)9.; 1002.33(7)(a)14., Florida Statutes
 - Employment: Sections 1002.33(7)(a)14.; 1002.33(12), Florida Statutes

- Application failed to meet the requirements of the Business Plan
 - Financial Management and Oversight: Sections 1002.33(6)(a)5.; 1002.33(7)(a)9.; 1002.33(7)(a)11., Florida Statutes

CONCLUSION:

The School Board did have good cause to determine that the Applicant failed to meet the requirements of Section 1002.33, Florida Statutes, for failure to:

Meet the requirements of the Educational Plan.
Meet the requirements of the Organizational Plan.
Meet the requirements of the Business Plan.

CSAC RECOMMENDATION:

The Charter School Appeal Commission recommends upholding the decision of the School Board of Palm Beach County by denying the appeal of Palm Beach Collegiate, Inc.

Supporting Documentation Included: Charter School Appeal Commission Recommendation. [Charter School Appeal Commission transcript](#), [appeal](#), and [response of the school board](#) (under separate cover)

Facilitator/Presenter: Lois Tepper, Commissioner's Designee as Chair, Charter School Appeal Commission

**CHARTER SCHOOL APPEAL COMMISSION
Recommendation to State Board of Education, May 20, 2016**

PALM BEACH COLLEGIATE, INC.

v.

SCHOOL BOARD OF PALM BEACH
COUNTY

DOE Case No. 2015-3246

6

RECOMMENDATION

On November 4, 2015, the School Board of Palm Beach County (School Board) voted to deny the application of Palm Beach Collegiate, Inc., (Charter Applicant). The School Board’s letter of denial was dated November 13, 2015. The Charter Applicant filed this appeal on December 11, 2015. Thereafter, the School Board timely filed its Response with the State Board of Education. On February 24, 2016, the Charter School Appeal Commission met and heard the appeal of this matter. **Thereafter, the Commission voted 4 to 0 to recommend that the State Board of Education deny the appeal of the Charter Applicant.** The Commission’s justifications for its recommendation were as follows:

Issue One

- The Commission voted 4 to 0 that the School Board did have competent substantial evidence to support its denial of the Charter School Application based on the Applicant’s failure to meet the standards for the Educational Plan pursuant to Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code.
- The Commission voted 4 to 0 that the School Board’s denial of the Charter School Application based on the Applicant’s failure to meet the standards of Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code, regarding the Educational Plan, was statutory good cause for denial.

Issue Two

- The Commission voted 4 to 0 that the School Board did have competent substantial evidence to support its denial of the Charter School Application based on the Applicant's failure to meet the standards for the Organizational Plan pursuant to Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code.
- The Commission voted 4 to 0 that the School Board's denial of the Charter School Application based on the Applicant's failure to meet the standards of Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code, regarding the Organizational Plan, was statutory good cause for denial.

Issue Three

- The Commission voted 4 to 0 that the School Board did have competent substantial evidence to support its denial of the Charter School Application based on the Applicant's failure to meet the standards for the Business Plan pursuant to Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code.
- The Commission voted 4 to 0 that the School Board's denial of the Charter School Application based on the Applicant's failure to meet the standards of Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code, regarding the Business Plan, was statutory good cause for denial.


Lois S. Tepper, Commissioner's Designee
Chair, Charter School Appeal Commission

FILED with the Agency Clerk of the Department of Education this 21 day of March, 2016.


AGENCY CLERK

STATE BOARD OF EDUCATION

Action Item

May 20, 2016

SUBJECT: Renaissance Charter High School of Palm Beach vs. School Board of Palm Beach County

PROPOSED BOARD ACTION

Accept Recommendation of the Charter School Appeal Commission to Grant the Appeal

AUTHORITY FOR STATE BOARD ACTION

Section 1002.33, Florida Statutes

EXECUTIVE SUMMARY

This is an appeal by Renaissance Charter High School of Palm Beach of the decision of the School Board of Palm Beach County to deny the charter application submitted by the Applicant.

ISSUE:

Whether the School Board had good cause to deny the application based on the Applicant's failure to comply with Section 1002.33, Florida Statutes.

STANDARD OF REVIEW: Competent substantial evidence

The School Board's determination must be based on good cause. The standard by which the State Board is to review the School Board's decision is whether the School Board had competent substantial evidence to make that determination. The question, therefore, is whether the evidence upon which the School Board based its determination is sufficiently relevant and material that a reasonable mind would accept it as adequate to support the conclusion reached. If so, the School Board's decision must be upheld.

SCHOOL BOARD'S GROUNDS FOR DENIAL:

The School Board of Palm Beach County based its denial on the following pursuant to Section 1002.33, Florida Statutes:

- Application failed to meet the requirements of the Educational Plan
 - Mission, Guiding Principles and Purpose: Sections 1002.33(2)(a); 1002.33(2)(b);1002.33(2)(c);1002.33(6)(a)1.;1002.33(7)(a)1., Florida Statutes
 - Exceptional Students: Sections 1002.33(16)(a)3., Florida Statutes
 - English Language Learners: 1002.33(10), Florida Statutes
- Application failed to meet the requirements of the Organizational Plan
 - Student Recruitment and Enrollment: Sections 1002.33(7)(a)7.; 1002.33(7)(a)8.; 1002.33(10), Florida Statutes
- Application failed to meet the requirements of the Business Plan
 - Budget: Sections 1002.33(6)(a)5.; 1002.33(6)(b)2, Florida Statutes

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CONCLUSION:

The School Board did not have good cause to determine that the Applicant failed to meet the requirements of Section 1002.33, Florida Statutes, for failure to:

- Meet the requirements of the Educational Plan.
- Meet the requirements of the Organizational Plan.
- Meet the requirements of the Business Plan.

CSAC RECOMMENDATION:

The Charter School Appeal Commission recommends overturning the decision of the School Board of Palm Beach County by granting the appeal of Renaissance Charter High School of Palm Beach.

Supporting Documentation Included: Charter School Appeal Commission Recommendation. [Charter School Appeal Commission transcript](#), [appeal](#), and [response of the school board](#) (under separate cover)

Facilitator/Presenter: Lois Tepper, Commissioner’s Designee as Chair, Charter School Appeal Commission

**CHARTER SCHOOL APPEAL COMMISSION
Recommendation to State Board of Education, May 20, 2016**

RENAISSANCE CHARTER HIGH
SCHOOL OF PALM BEACH

v.

SCHOOL BOARD OF PALM BEACH
COUNTY

DOE Case No. 2015-3244

7

RECOMMENDATION

On November 4, 2015, the School Board of Palm Beach County (School Board) voted to deny the application of Renaissance Charter High School of Palm Beach (Charter Applicant). The School Board’s letter of denial was dated November 13, 2015. The Charter Applicant filed this appeal on December 10, 2015. Thereafter, the School Board timely filed its Response with the State Board of Education. On April 4, 2016, the Charter School Appeal Commission met and heard the appeal of this matter. **Thereafter, the Commission voted 4 to 0 to recommend that the State Board of Education grant the appeal of the Charter Applicant.** The Commission’s justifications for its recommendation were as follows:

Issue One

- The Commission voted 4 to 0 that the School Board did not have competent substantial evidence to support its denial of the Charter School Application based on the Applicant’s failure to meet the standards for the Educational Plan pursuant to Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code.

Issue Two

- The Commission voted 4 to 0 that the School Board did not have competent substantial evidence to support its denial of the Charter School Application based on the Applicant’s failure to meet the standards for the Organizational Plan pursuant to Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code.


Issue Three

- The Commission voted 3 to 1 that the School Board did not have competent substantial evidence to support its denial of the Charter School Application based on the Applicant's failure to meet the standards for the Business Plan pursuant to Section 1002.33, Florida Statutes, and State Board of Education Rule 6A-6.0786, Florida Administrative Code.



Lois S. Tepper, Commissioner's Designee
Chair, Charter School Appeal Commission

FILED with the Agency Clerk of the Department of Education this 13 day of April, 2016.



AGENCY CLERK

7

STATE BOARD OF EDUCATION
Action Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-1.09401, Student Performance Standards, (adopt Computer Science Standards and Social Studies Access Points)

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02 and 1001.03, Florida Statutes

EXECUTIVE SUMMARY

Next Generation Sunshine State Standards for Science are revised to include the computer science body of knowledge. No other Science content is being revised. Access Points to Next Generation Sunshine State Standards for Social Studies are adopted. Access Points are intended to be used only in the instruction of students with significant cognitive disabilities.

Supporting Documentation Included: Proposed Rule 6A-1.09401; Computer Science Standards Presentation; Next Generation Sunshine State Standards for Science, 2016; Access Points to Next Generation Sunshine State Standards for Social Studies 2016 (under separate cover)

Facilitator/Presenter: Mary Jane Tappen, Executive Vice-Chancellor, K-12 Public Schools

6A-1.09401 Student Performance Standards.

(1) Student Performance Standards in Florida are defined as the Next Generation Sunshine State Standards and establish the core content of the curricula to be taught and specify the core content knowledge and skills that K-12 public school students are expected to acquire. The Next Generation Sunshine State Standards are rigorous and reflect the knowledge and skills students need for success in college and careers. The standards and benchmarks describe what students should know and be able to do at grade level progression for kindergarten to grade 8 and in grade bands for grade levels 9-12. The access points contained in the Next Generation Sunshine State Standards provide access to the general education curriculum for students with significant cognitive disabilities. These standards, benchmarks, and access points are contained in the following publications which are hereby incorporated by reference and made a part of this rule.

(a) through (b) No change.

(c) Next Generation Sunshine State Standards – Science, 2016 ~~2008~~

(<http://www.flrules.org/Gateway/reference.asp?No=Ref-06754>),

(d) through (l) No change.

(m) Access Points to Next Generation Sunshine State Standards (Florida Standards) – Mathematics 2016

(<http://www.flrules.org/Gateway/reference.asp?No=Ref-06468>), ~~and~~

(n) Access Points to the Next Generation Sunshine State Standards for Science – 2016

(<http://www.flrules.org/Gateway/reference.asp?No=Ref-06469>), ~~and~~

(o) Access Points to the Next Generation Sunshine State Standards for Social Studies – 2016

(<http://www.flrules.org/Gateway/reference.asp?No=Ref-06755>).

Copies of these publications may be obtained from the Division of Public Schools, Department of Education, 325 West Gaines St., Tallahassee, Florida 32399-0400.

(2) through (4) No change.

Rulemaking Authority 1001.02, 1003.41(4) FS. Law Implemented 1001.03, 1003.41 FS. History—New 6-18-96, Amended 9-28-99, 3-1-07, 7-25-07, 11-25-07, 4-14-08, 9-22-08, 2-1-09, 1-6-10, 9-5-10, 2-8-11, 3-25-14, 7-22-14, 3-23-16.

STATE BOARD OF EDUCATION

Action Item

May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-1.09432, Assessment of English Language Learners

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.22, Florida Statutes

EXECUTIVE SUMMARY

The proposed amendment is to update language to clarify that the English Language Learners' (ELLs) entry date for the English Language Arts (ELA) assessment exemption is the Date Entered a United States School (DEUSS).

Supporting Documentation Included: Proposed Rule 6A-1.09432

Facilitator/Presenter: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-1.09432 Assessment of English Language Learners.

(1) All students classified as English Language Learners (ELLs) must participate in the statewide assessment program, prescribed in Section 1008.22, F.S. There is no categorical exemption from participation in the statewide assessment program for ELLs except as provided in Rule 6A-6.0909, F.A.C.

(2) An exemption from participation in the English Language Arts ~~any~~ component of the statewide assessment program for an individual English Language Learner may only be made by specific action of an ELL committee as defined in subsection 6A-6.0901(5), F.A.C., and only for a student whose Date Entered a United States School (DEUSS) date of classification as an English Language Learner falls within one (1) year prior to the assessment date.

(a) No change.

(b) The ELL committee shall exempt an English Language Learner from participation in the English Language Arts ~~a~~ component of the statewide assessment program if it determines that the student's participation would have an unsound instructional effect on the student. Students exempted from a component of the statewide assessment program may be counted as non-participants for that component and may reduce the participation rate of assessed students in the school, district, and state and federal accountability reports.

(3) through (6) No change.

Rulemaking Authority 1001.02, 1003.56, 1008.22, 1008.25, 1008.34 FS. Law Implemented 1003.56, 1008.22, 1008.25, 1008.34, 1011.62 FS. History—New 4-29-02, Amended 4-21-09.

STATE BOARD OF EDUCATION

Action Item

May 20, 2016

SUBJECT: Approval of Amendments to Rules Related to English Language Learners: 6A-6.09021, Annual English Language Proficiency Assessment for English Language Learners (ELLs); 6A-6.0903, Requirements for Exiting English Language Learners from the English for Speakers of Other Languages (ESOL) Program; and 6A-6.0905, Requirements for the District English Language Learners Plan

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02, 1003.56, Florida Statutes

EXECUTIVE SUMMARY

The proposed rulemaking is to update language for English Language Learners (ELLs) services in Florida public schools; revise language to reflect the new statewide English Language proficiency ACCESS for ELLs 2.0 assessments and current achievement levels; update the Florida Standards Assessment in English Language Arts (FSA in ELA) to reflect revised ESOL program exit criteria; and update the District English Language Learner Plan, Form ESOL 100 to reflect ELL student achievement.

Supporting Documentation Included: Proposed Rules 6A-6.09021, 6A-6.0903, and 6A-6.0905 and Form ESOL 100, District English Language Learner Plan

Facilitator/Presenter: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-6.09021 Annual English Language Proficiency Assessment for English Language Learners (ELLs).

(1) All students classified as ELLs on the first day of the test administration shall be assessed annually on Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 (ACCESS for ELLs 2.0), including ACCESS for ELLs 2.0 for kindergarten students, ACCESS for ELLs 2.0 for grades 1-12 students, or Alternate ACCESS for ELLs 2.0 for students with significant cognitive disabilities ~~the Comprehensive English Language Learning Assessment (CELLA)~~. Students pending assessment and classification and former ELLs shall not be assessed on ACCESS for ELLs 2.0 assessments ~~CELLA~~.

(2) The ACCESS for ELLs 2.0 assessments ~~CELLA~~ shall be administered in accordance with standard written instructions appropriate for the examination. The written instructions will be issued by the Commissioner in the form of directions for administration and other written communications, and provided to school districts in sufficient time prior to each test.

(3) No change.

(4) For students taking the 2015-2016 administration of the ACCESS for ELLs 2.0 assessments, the English language proficiency level shall be a 5.0 composite score or greater and at least 4.0 in all domains. For students with significant cognitive disabilities taking the 2015-2016 administration of the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater. ~~Beginning with the effective date of this rule, the English language proficiency levels for Oral Skills, Writing, and Reading shall be as shown below:~~

Oral Skills (listening and speaking) grade cluster scale scores by English Language Proficiency Level:				
Grade Clusters	Beginning	Low-Intermediate	High-Intermediate	Proficient
K-2	495-632	633-649	650-672	673-755
3-5	560-675	676-697	698-719	720-805
6-8	565-680	681-712	713-732	733-830
9-12	580-681	682-713	714-738	739-835
Writing grade cluster scale scores by English Language Proficiency Level:				
Grade Clusters	Beginning	Low-Intermediate	High-Intermediate	Proficient
K-2	515-636	637-657	658-689	690-775
3-5	575-674	675-702	703-726	727-825

6-8	580-687	688-719	720-745	746-845
9-12	600-689	690-720	721-745	746-850
Grade Clusters	Beginning	Low-Intermediate	High-Intermediate	Proficient
K-2	345-545	546-628	629-689	690-800
3-5	590-689	690-714	715-733	734-810
6-8	600-713	714-741	742-758	759-815
9-12	605-743	744-761	762-777	778-820

~~(5) The Commissioner shall annually review the CELLA performance data, the CELLA cut scores and the CELLA English proficiency levels. After consulting with experts in the fields of second language acquisition and assessment, and other stakeholder groups, the Commissioner shall recommend to the State Board of Education whether to maintain the existing cut scores and proficiency levels or make changes as may be necessary to the scores, proficiency levels or other requirements of this rule.~~

Rulemaking Authority 1001.02, 1003.56 FS. Law Implemented 1003.56 FS. History—New 10-26-11, Amended 6-25-14.

6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program.

(1) Each student identified as an English Language Learner (ELL) shall continue to receive appropriate instruction until such time as the student is reclassified as English proficient and exited from the English for Speakers of Other Languages (ESOL) Program. English proficiency shall be determined by assessing the student utilizing the statewide English Language Proficiency Assessment and Florida Standards Assessment in English Language Arts (FSA in ELA) or Florida Standards Alternate Assessment (FSAA), or by ELL Committee determination, in accordance with this rule.

(2) Standards for Student Exit from the ESOL Program.

(a) An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:

1. Scores of “Proficient” at the applicable grade level on each statewide English Language Proficiency

Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; and,

2. Scores on applicable FSA in ELA or FSAA, as follows:

a. No change.

b. For students in grades 3-~~9~~ 11, earning a passing scores ~~at or above the 50th percentile~~ on the grade level FSA in ELA or the FSAA, pursuant to Rule 6A-1.09430, F.A.C. administered in the 2014-2015 school year; or

c. For students in grades ~~10~~ 11 -12, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

(b) through (c) No change.

1. Any student being considered for exit by an ELL Committee shall be assessed on at least one (1) Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing. An ELL Committee, for any student with a disability being considered for exit, shall include the Individual Education Plan (IEP) Team pursuant to Rule 6A-6.03028, F.A.C.

2. No change.

3. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student shall remain enrolled in the program. For a student with a disability, the Committee shall consider the impact of the student's disability in its decision. The parents' preference as to whether a student is determined English language proficient or not English language proficient shall be considered in the final decision.

4. No change.

Rulemaking Authority 1001.02, 1003.56 FS. Law Implemented 1003.56, 1011.62 FS. History--New 10-30-90, Amended 5-19-08, 10-26-11, 5-19-15.

6A-6.0905 Requirements for the District English Language Learners Plan.

(1) Each school district shall submit a school district English Language Learner (ELL) plan to the Department of Education describing the district's proposed procedures and methodologies for serving ELLs and must receive the

Commissioner of Education’s approval prior to program implementation.

(2) through (4) No change.

(5) School district ELL plan format.

(a) No change.

(b) The school district ELL plan shall be submitted to the Department utilizing the Department’s Form ESOL 100 entitled, “District English Language Learner Plan (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06767> 04780),” (~~June 2016~~ ~~December 2014~~) which is hereby incorporated by reference to become a part of this rule.

Copies of this form may be obtained from the Bureau of Student Achievement through Language Acquisition, K-12 Public Schools, Department of Education, 325 West Gaines Street, Room 501, Tallahassee, Florida 32399-0400.

Rulemaking Authority 1001.02, 1003.56 FS. Law Implemented 1003.56 FS. History—New 10-30-90, Amended 5-28-09, 8-23-12, 12-23-14.

2016-2019

District

English Language Learner Plan

Contact Person: _____
LEA: _____
Email: _____
Phone: _____

Rule 6A-6.0905
Form ESOL 100
(June 2016)

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to: Bureau of Student Achievement through Language Acquisition Florida Department of Education 325 West Gaines Street 444 Turlington Building Tallahassee, Florida 32399-0400	FDOE INTERNAL USE ONLY	
(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
(4) MAILING ADDRESS:	(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:	
(6) CERTIFICATION BY SCHOOL DISTRICT		
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan. I, _____, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.		
_____ Signature of Superintendent or Authorized Agency Head	_____ Date Signed	_____ Date of Governing Board Approval
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
Name of Chairperson representing the District ELL PLC: Contact Information for District PLC Chairperson: Mailing address: E-mail Address: Phone Number: Date final plan was discussed with PLC: _____ Signature of the Chairperson of the District PLC		
		_____ Date Signed by PLC Chairperson

**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION**

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, _____, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

How do LEA procedures compare to those followed for non-ELLs?

Into what languages are the HLS translated?

How does the LEA assist parents and students who do not speak English in the registration process?

How do you identify immigrant students?

How is Date Entered US School (DEUSS) obtained in the registration process?

Please include a link to your HLS.

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- Registrar
- ESOL Coordinator/Administrator
- Other (Specify)

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Moving from one Florida LEA to another:

Moving from another state to Florida LEA:

Moving from another country to Florida LEA.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student’s current services.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher’s role in development of the plan?

Please include a link to the ELL Student Plan.

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

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In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) [Database Manuals](#). *(Check all that apply)*

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

How does the LEA determine if the instructional models are positively affecting student performance?

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

- Student Portfolios
- Other Criterion Referenced Test (Specify) _____
- Native Language Assessment (Specify) _____
- LEA/school-wide assessments (Specify) _____
- Other (Specify) _____

Student Progression

Have the LEA’s standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA’s Student Progression Plan (SPP)? If no, where can this information be found?

- Yes Please provide a link to the LEA’s SPP with specifics to ELLs highlighted.
- No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

Statewide content area assessments:
ACCESS for ELLs assessment programs:

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida’s statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents’ languages.

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA’s ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify) _____

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

- Conducting the follow-up performance of former ELLs?
- Updating the student ELL plan?
- Reclassification of ELL status in data reporting systems?

What documentation is used to monitor the student's progress? (Check all that apply)

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) _____

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

How does the LEA ensure that schools are implementing the District ELL Plan?

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)

- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs

- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change

- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)

- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*
- Other (Specify) _____

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- LEA Level
- School Level

Please address the functions and composition of the PLC:

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

How does the LEA involve the PLC in other LEA committees?

How is the LEA PLC involved in the development of the District ELL Plan?

Does the LEA PLC approve of the District ELL Plan? Yes No

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

STATE BOARD OF EDUCATION

Action Item

May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-6.0571, Career and Technical Education and Adult General Education Standards and Industry-Driven Benchmarks

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1004.92, Florida Statutes

EXECUTIVE SUMMARY

The Department is responsible for developing program standards and industry-driven benchmarks for career and technical education and adult general education programs. The criteria for qualification of individual courses for inclusion in secondary and postsecondary career education programs and adult general education programs prescribed in Workforce Education programs are annually adopted by the State Board and are published by the Commissioner on the Department's website.

The programs standards and industry-driven benchmarks are required by statute to be reviewed and updated every three years. This process is conducted on a cyclical basis with at least one-third of the programs reviewed each year. The standards must include career, academic and workplace skills. This review is conducted by a committee consisting of at least 50% business and industry representatives with the remaining committee members coming from education.

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Supporting Documentation Included: Proposed Rule 6A-6.0571. [Career and Technical Education Programs, Academic Year 2016-2017, Curriculum Frameworks by Career Cluster](#) and [Adult General Education Standards and Curriculum Frameworks 2016-2017](#) (under separate cover)

Facilitator/Presenter: Rod Duckworth, Chancellor, Division of Career and Adult Education

6A-6.0571 Career and Technical Education and Adult General Education Standards and Industry-**Driven Benchmarks.**

(1) Section 1004.92, F.S., requires the Department of Education to develop program standards and industry-driven benchmarks for career and technical education and adult and community education programs. The criteria for qualification of individual courses for inclusion in the classification of secondary career education programs prescribed in Section 1011.80, F.S., or Workforce Development Education programs as prescribed in Section 1011.62, F.S., are annually adopted by the State Board and shall be published by the Commissioner in the documents titled, as follows:

“Agriculture, Food & Natural Resources,”

“Architecture & Construction,”

“Arts, A/V Technology & Communication,”

“Business, Management & Administration,”

“Education & Training,”

“Energy,”

“Finance,”

“Government & Public Administration,”

“Health Science,”

“Hospitality & Tourism,”

“Human Services,”

“Information Technology,”

“Law, Public Safety & Security,”

“Manufacturing,”

“Marketing, Sales & Service,”

“Engineering and Technology Education,”

“Transportation, Distribution & Logistics,” and “Additional CTE Programs/Courses,” all of which fall under the umbrella of the “Career and Technical Education Programs, Academic Year 2016-2017 ~~2015-2016~~ Curriculum Frameworks by Career Cluster (http://www.flrules.org/Gateway/reference.asp?No=Ref-06757_05401),” or in the document “Adult General Education Standards and Curriculum Frameworks 2016-2017 ~~2015-2016~~

(http://www.flrules.org/Gateway/reference.asp?No=Ref-06756_05402). These criteria are hereby incorporated by reference in this rule. Copies of these publications may be obtained from the Division of Career and Adult Education, Department of Education, The Turlington Building, 325 West Gaines Street, Tallahassee, FL 32399 or from the Department's website at <http://www.fldoe.org/workforce/dwdframe> and http://www.fldoe.org/workforce/dwdframe/ad_frame.asp.

(2) Commissioner of Education waiver authority. The Commissioner of Education may approve a school's waiver request submitted by a district school board to allow the school to substitute locally approved intended outcomes for State Board approved outcomes included in the documents titled as follows: "Agriculture, Food & Natural Resources," "Architecture & Construction," "Arts, A/V Technology & Communication," "Business, Management & Administration," "Education & Training," "Energy," "Finance," "Government & Public Administration," "Health Science," "Hospitality & Tourism," "Human Services," "Information Technology," "Law, Public Safety & Security," "Manufacturing," "Marketing, Sales & Service," "Engineering and Technology Education," "Transportation, Distribution & Logistics," and "Additional CTE Programs/Courses," all of which fall under the umbrella of the "Career and Technical Education Programs, Academic Year 2016-2017 ~~2015-2016~~ Curriculum Frameworks by Career Cluster" and "Adult General Education Standards and Curriculum Frameworks 2016-2017 ~~2015-2016~~," provided that:

(a) through (c) No change.

Rulemaking Authority 1004.92(2)(b)3. FS. Law Implemented 1004.92(2)(b)4. FS. History—New 10-30-78, Amended 10-23-79, 5-29-80, 7-9-81, 7-6-82, 5-29-83, 6-14-84, 7-10-85, Formerly 6A-6.571, Amended 7-9-86, 7-22-87, 8-30-88, 7-31-90, 7-31-91, 7-31-92, 7-31-93, 7-31-94, 4-30-96, 1-23-00, 7-21-08, 4-21-09, 5-3-10, 10-25-11, 6-18-12, 5-21-13, 5-18-14, 5-19-15.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-1.0451, Florida Education Finance Program Student Membership Surveys

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(1), (2)(n), 1011.60(1), 1011.62(1) and 1011.68, Florida Statutes

EXECUTIVE SUMMARY

The purpose of this amendment is to incorporate the full-time equivalent (FTE) student membership reporting instructions publication (FTE General Instructions) for fiscal year 2015-16.

Supporting Documentation Included: Proposed Rule 6A-1.0451 and [FTE General Instructions, 2015-16](#)

Facilitator: Linda Champion, Deputy Commissioner, Finance and Operations

6A-1.0451 Florida Education Finance Program Student Membership Surveys.

(1) The Commissioner shall prescribe the methods for completing and reporting full-time equivalent (FTE) student membership surveys and transported student membership surveys in each school district for the Florida Education Finance Program in the publication titled “FTE General Instructions, 2015-16 ~~2014-15~~,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06765> ~~04784~~) which is hereby incorporated by reference in this rule. The instructions may be obtained from the Bureau of School Business Services, Office of Funding and Financial Reporting, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399.

(2) through (7) no change.

Rulemaking Authority 1001.02(1), (2)(n), 1011.60(1), 1011.62(1), 1011.68 FS. Law Implemented 1011.62(1), 1011.68 FS. History—New 4-19-74, Amended 10-31-74, Repromulgated 12-5-74, Amended 6-1-75, 1-29-76, 4-12-78, 8-2-79, 2-4-81, 7-28-81, 4-27-82, 7-13-83, 7-10-85, Formerly 6A-1.451, Amended 3-12-86, 9-30-87, 10-31-88, 12-5-90, 10-26-94, 12-15-98, 3-24-08, 5-3-10, 4-22-14, 12-23-14.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-1.09441, Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(1), 1003.03(6), and 1011.62(1)(t), Florida Statutes

EXECUTIVE SUMMARY

State Board of Education Rule 6A-1.09441, F.A.C., requires that programs and courses which are funded through the Florida Education Finance Program (FEFP) and courses or programs for which students may earn credit toward high school graduation must be listed in the Course Code Directory. The course code numbers are essential in the collection of information for use by decision makers in the following areas:

- Program planning and evaluation at the state level
- Cost reporting at the school and district levels
- Course identification at the school, district, and state levels
- Provision of information to local, state, and federal education and legislative agencies
- Fiscal and program audits

The rule requires that school-level and district-level personnel use this directory when performing the following tasks:

- Scheduling students into any PreK-12 course
- Aggregating student assignments for course data
- Identifying courses which may be used to fulfill graduation requirements
- Determining appropriate educator certification for specified courses

The purpose of this rule amendment is to update the Course Code Directory for the 2016-2017 school year.

Supporting Documentation Included: Proposed Rule 6A-1.09941, 2016-17 Course Code Directory Summary of Changes and Form CCD01, Course Code Directory Request to Add a New Course. [2016-17 Course Code Directory and Personnel Assignments](#) (available under separate cover)

Facilitator/Presenter: Matthew Bouck, Director of Articulation

6A-1.09441 Requirements for Programs and Courses Which are Funded Through the Florida Education Finance Program and for Which the Student May Earn Credit Toward High School Graduation.

For student membership in a program or course to generate funding through the Florida Education Finance Program and for the student to receive elective or required credit toward high school graduation for such a program or course, the following conditions shall be met:

(1) through (4) No change.

(5) The “Course Code Directory and Instructional Personnel Assignments ~~2016-2017~~ ~~2015-2016~~,” (http://www.flrules.org/Gateway/reference.asp?No=Ref-06768_05432) is hereby incorporated by reference and made a part of this rule, effective June ~~2016~~ ~~2015~~. The Commissioner may publish the document in appropriate and useful formats such as printed copy, electronic database access or electronic disc. The directory may be obtained from the Office of Articulation, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399. The Commissioner of Education may approve additional courses and course descriptions for which funding could be generated through the Florida Education Finance Program. Such additional course listings will be made available as approved. To request a new course, complete Form CCD01, Course Code Directory Request to Add a New Course, (http://www.flrules.org/Gateway/reference.asp?No=Ref-06769_03702) which is hereby incorporated by reference and made a part of this rule, effective ~~June 2016~~ ~~March 2014~~. A hard copy may be obtained by contacting the Office of Articulation, Florida Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399, or www.fldoe.org/articulation/CCD/.

Rulemaking Authority 1001.02(1), 1003.03(6), 1011.62(1)(t) FS. Law Implemented 1003.03(6), 1003.4282(1)(b), 1011.62(1), 1012.55(1)(c) FS. History—New 12-20-83, Formerly 6A-1.9441, Amended 2-6-86, 12-28-86, 4-4-88, 12-13-88, 12-11-89, 1-15-91, 2-20-92, 7-13-93, 10-18-94, 8-28-95, 4-18-96, 7-17-97, 8-12-98, 5-3-99, 5-3-01, 10-15-01, 7-30-02, 4-21-05, 11-21-05, 7-27-06, 1-18-07, 5-19-08, 1-5-09, 6-22-09, 5-3-10, 8-21-11, 9-5-12, 11-3-13, 4-2-14, 12-23-14, 6-23-15.

2016-17 Course Code Directory (CCD) Summary of Course Additions, Changes and Deletions

New Courses Added to 2016-17

No new courses have been added at this time.

Course Changes for 2016-17

Per [DPS Memo 2015-180](#), the following courses have been rendered electives in the CCD and no longer count toward the World History (WH) graduation requirement, effective with the 2016-17 school year.

COURSE #	COURSE TITLE
2100370	Eastern and Western Heritage
2100460	Eastern and Western Heritage Honors

Courses Deleted from 2016-17

These courses were previously daggered in 2015-16 school year or prior and have been removed from the CCD. Course descriptions for these terminated courses will remain on www.cpalms.org for archival purposes, if available.

COURSE #	COURSE TITLE
1209835	International Baccalaureate Mathematics Higher Level 2
1300830	International Baccalaureate Music 4

Future Deletions

The following courses are marked for deletion, to be removed starting with the 2017-18 school year.

COURSE #	COURSE TITLE
2102310	Economics
2102315	Economics for Credit Recovery
2102320	Economics Honors
7910115	Fundamental English 1
7910120	Fundamental English 2
7910125	Fundamental English 3
7910130	Fundamental English 4
7912100	Fundamental Algebraic Skills
7912105	Fundamental Consumer Mathematics
7912110	Fundamental Explorations in Mathematics 1
7912115	Fundamental Explorations in Mathematics 2
7920030	Fundamental Integrated Science 1
7920035	Fundamental Integrated Science 2
7920040	Fundamental Integrated Science 3
7921030	Fundamental World History
7921035	Fundamental United States History
7921040	Fundamental Economics
7921042	Fundamental Economics with Financial Literacy
7921045	Fundamental United States Government

Please submit one signed, hard copy of all forms and attachments, as well as email the electronic version, to: Manager, Course Code Directory Office of Articulation Florida Department of Education 325 West Gaines Street, Suite 1401 Tallahassee, Florida 32399-0400 Phone: (850) 245-9543 Email: trinity.colson@fldoe.org		<h2>Course Code Directory</h2> <h3>Request to Add a New Course</h3>		
DATE:		SCHOOL DISTRICT:		
CONTACT NAME/TITLE:		CONTACT PHONE:		
CONTACT MAILING ADDRESS:		CONTACT EMAIL ADDRESS:		
COURSE TITLE:		SUBJECT AREA:	SUBJECT AREA CATEGORY:	
GRADE LEVEL:	COURSE LEVEL:	CREDIT:	WILL MEET HIGH SCHOOL SUBJECT AREA GRADUATION REQUIREMENT FOR:	
<input type="checkbox"/> Middle/Junior 6-8 <input type="checkbox"/> 9-12/Adult <input type="checkbox"/> Other _____	<input type="checkbox"/> Level 1 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 3	<input type="checkbox"/> 0.5 <input type="checkbox"/> 1.0 <input type="checkbox"/> Multiple		
RECOMMENDED CERTIFICATION(S):				

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Reappointments to the Education Practices Commission

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1012.79, Florida Statutes

EXECUTIVE SUMMARY

Section 1012.79, Florida Statutes, requires that the Education Practices Commission must be comprised of 25 members appointed by the State Board of Education from nominations by the Commissioner of Education and subject to Senate confirmation. Of the 25 members, 8 must be teachers, 5 administrators (at least one of whom shall represent a private school), 7 lay citizens (5 of whom shall be parents of public school students and who are unrelated to public school employees and 2 of whom shall be former district school board members), and 5 sworn law enforcement officials.

Nomination for reappointments includes:

Judie S. Budnick, Former School Board
Christie Gold, Teacher
Katrina McCray, Administrator

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Supporting Documentation Included: Resumes for Judie S. Budnick, Christie Gold and Katrina McCray; and a List of Present Education Practices Commission Members and Section 1012.79, Florida Statutes

Facilitator: Brian Dassler, Deputy Chancellor for Educator Quality

Judie S. Budnick

Port St. Lucie, FL 34984

Executive Profile:

I am accomplished by virtue of my experiences in children, family and educational issues in both appointed and/or elected capacities. My passion stems from my belief that the foundation of a functioning and progressing society arise from the roots of a child's educational experiences and their family's effectiveness. While being an independent thinker, I am group-oriented, focused and flexible. Having served on numerous boards, my reputation is one of being personable and fair.

Leadership:

- * Vice-Chair: School Board of Broward County 2001-2002
- * Board Member: School Board of Broward County 1998-2004
- * Board of Directors: Florida's Healthy Kids
- * Board of Directors: Florida Schools of Excellence 2007-2008
- * Board Member: Growth Management Commission 1999-2001
- * Co-Chair: FL School Board Assoc - Legislative Appropriations
- * Exec Committee: Council of Great City Schools 1998-2004
- * Committee Member: FL State Character Education Cmte.
- * Board of Directors: Museum of Discovery & Science, Broward
- * Chair: District Advisory Committee, Broward County Schools 1997-1998

Achievements:

- * Conceived & initiated ACCLAIM Award, Broward County
(Recognizing the outstanding Principal & Asst Principal of the year)
- * Brought about new legislation for Florida's grading scale
- * Conceived & initiated The College Academy, Broward County
- * Conceived & initiated The School Room in Joe DiMaggio
Children's Hospital
- * Brought new legislative for concurrency to Growth
Management Commission
- * Organized community activism for significant boundary changes
- * Conceived & initiated Babes in Bookland, Broward County

Education:

- * University of Connecticut 1965-1969
Storrs, Connecticut
B.S. -- Child Development & Family Relations
- * Lawrence High School 1961-1965
N.Y. State Regents Diploma

CHRISTIE GOLD

Wesley Chapel, FL 33544

Peer Evaluator

Key Attributes:

- >>Compassionate, results-oriented educator
- >>Dynamic public speaker
- >>Skilled writer and editor
- >>Able to manage multiple projects simultaneously

WORK EXPERIENCE

School District of Hillsborough County, Peer Evaluator
Tampa, FL June 2010-present

Teacher evaluator for the Empowering Effective Teachers Initiative, a program funded by the Bill and Melinda Gates Foundation to improve teacher quality. Using a rubric adapted from the Charlotte Danielson Framework, held pre-conferences, classroom observations and post conferences with 168 teachers at 25 schools across the district twice a year. Peer evaluations comprised 30 percent of the teacher's final evaluation. Also observed teachers who needed four and six observations due to low evaluation scores from the previous year. Offered teachers objective feedback and suggestions to improve their teaching practice. Developed presentations on topics relevant to the evaluation system for trained teachers, administrators and other stakeholders. Calibrated peers and administrators on the evaluation rubric in order to ensure rating validity.

School District of Hillsborough County, Teacher
Tampa, FL 1994-2010

English Department Chair: Responsibilities include mentoring and supervising a department of 25 reading and language arts teachers, completing quarterly evaluations, serving as liason between administration and the department, interviewing and hiring new teachers, serving on Preparing New Educator (PNE) teams; ordering textbooks and other supplies.

Newspaper Adviser: Supervised staffs of 20-25 students in the production of monthly national award-winning school newspaper. Presented at state, regional and national scholastic journalism conferences.

Courses Taught: Advanced Placement Language and Composition, Journalism I-V, English II Honors, Basic Skills English.

Professional Responsibilites: Quill and Scroll Sponsor, curriculum guide editor, SAC accreditation committee member. Worked with the University of South Florida to place pre-interns and interns, sat on administrative and head coach screenings.

University of South Florida, Adjunct Instructor
Tampa, FL 1990-1994

Courses Taught: Freshman English I, Freshman English II, Technical Writing

INDEPENDENT PROJECTS

Florida Sporthorse Magazine, Editor/Publisher, 2009-present
Chair, Southern Interscholastic Press Association, 2004-2008
Tampa Tribune Community Columnist and Blogger, 2007-2009
Poynter Institute for Media Studies Teacher in Residence (High School summer program)
Carolina Journalism Institute Summer Faculty

Certifications

- >>National Board of Professional Teaching Standards
- >>Certified Journalism Educator
- >>Florida Educator's certificate, English 6-12, ESOL Endorsed

Honors

- >>Hillsborough County Teacher of the Year, 2002
- >>Florida Journalism Teacher of the Year, 2002
- >>Dow Jones National Journalism Teacher Finalist, 2002 & 2004
- >>Coca Cola Educator of Distinction, 2009

Training

- >>SpringBoard
- >>Advanced Placement
- >>Clinical Education
- >>Charlotte Danielson Framework

Skills

- >>Skilled with InDesign and Photoshop, Office, web site management.
- >>Experience organizing conventions and workshops;
- >>Extensive work in publishing from concept design, organization, editorial content to publication and large scale distribution.

EDUCATION

Master of Arts

English Education
University of South Florida
Tampa, FL
December 1990

Bachelor of Arts

Major: English and American Literature Minor: Humanities
University of South Florida
May 1988

Continuing education credits through the University of Iowa and the University of South Carolina

AFFILIATIONS

- >> Hillsborough County Classroom Teacher's Association
- >> Journalism Education Association
- >> Southern Interscholastic Press Association
- >> American Horse Publications
- >> United States Equestrian Federation
- >> United States Dressage Federation

INTERESTS

Competitive Equestrian. Award-winning writer and designer.

REFERENCES

Stephanie Woodford

Director, Empowering Effective Teachers Initiative, Hillsborough County Public Schools
813-272-4583

Richard Bartels

Former Principal, Freedom High School, Hillsborough County Public Schools
813-689-6745

Elizabeth Brown

Supervisor, Secondary Language Arts, Hillsborough County Public Schools
813-272-4834

Linda Cobbe

External Communications Manager, Hillsborough County Public Schools
813-272-4060

Jean Clements

President, Hillsborough Classroom Teachers' Association
813-238-7902

Arthur Roberts

English Department Chair, Freedom High School, Hillsborough County Public Schools
813-555-1185

Mary Inglis

Chair, Southern Interscholastic Press Association
561-308-1896

Katrina E. McCray

Contact

e-mail : mccrayk@duvalschools.org

Address

Jacksonville, FL 32246-7093

Profile

Objective I wish to continue to enhance my value as a principal for the benefit of students and emerge as a strong contributing team player within the Duval County School District.

Key Skills

Proficient with vast array of data collection systems and administrative programs, including:

Microsoft Office
Word, PowerPoint, Excel,
Outlook

Performance Matters
Student Academic, Assessments
and Demographic Profiles

Genesis
Scheduling, Behavior, and
Demographics

Education

2005	Master of Education "Education Leadership" UNIVERSITY OF NORTH FLORIDA, Jacksonville, Florida
1998	Master of Education, "Elementary Education" UNIVERSITY OF NORTH FLORIDA, Jacksonville, Florida
1985	Bachelor of Science in Engineering, - "Computer Electronics Engineer" CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Work Experience

<p>Mayport Middle School, Atlantic Beach, Florida</p> <ul style="list-style-type: none"> ✓ Developed community outreach programs; ✓ Established Departmental Professional Learning Communities; ✓ Upgraded academic and athletic facilities; ✓ Developed Coastal Sciences Magnet Program 	<p>Principal August 2007 to present</p>
<p>Fletcher High School, Neptune Beach, Florida Lower Division Learning Leader</p> <ul style="list-style-type: none"> ✓ Advance Placement administrator; ✓ Facilitated Professional Learning Communities; ✓ Developed Standards Based Promotion Cohort. 	<p>Assistant Principal January 2006 to July 2007</p>
<p>Fletcher High School, Neptune Beach, Florida</p> <ul style="list-style-type: none"> ✓ CPM Model Classroom. 	<p>Mathematics/Resource Teacher June 2003 to December 2005</p>
<p>Twin Lakes Academy Middle, Jacksonville, Florida</p> <ul style="list-style-type: none"> ✓ Mathematics Department Chair. 	<p>Mathematics Teacher June 1998 to May 2003</p>
<p>Hughes Aircraft Missile Systems Div., Canoga Park, California</p> <p>United States Air Force</p>	<p>Systems Engineer</p> <p>Aircrew Life Support Technician</p>

Activities and Professional Organizations

EPC	Education Practices Commissioner
DST	Delta Sigma Theta Sorority
Florida PROMiSE Principal	Partnership to Rejuvenate & Optimize Mathematics and Science Education

EPC Commission Member List as of April 29, 2016

Name: Cristina Basso – Miami-Dade Term (2ndTerm): October 2015-September 2019 Category: Teacher	Name: Pam Bondurant – Jackson Term (2nd Term): October 2012 – September 2016 Category: Teacher
Name: Judie Budnick – St. Lucie Term (1 st Term): October 2011 – September 2015 *Pending re-appointment. Not confirmed in 2016 session.* Category: Former School Board Member	Name: Ann Copenhaver – Escambia Term (1stTerm): May 2014 – September 2017 Category: Teacher
Name: Marisol Diaz – Mami-Dade Term (1stTerm): November 2013 – September 2017 Category: Administrator	Name: Diane Farmer - Hillsborough Term (2nd Term): October 2013 - September 2017 Category: Administrator
Name: Christie Gold - Hillsborough Term (1st Term): October 2011- September 2015 *Pending re-appointment. Not confirmed in 2016 session.* Category: Teacher	Name: Susan Hershey - Martin Term (1st Term): September 2014-September 2018 Category: Former School Board
Name: David Lee - Alachua Term: (2nd term) August 2012-August 2016 Category: Law Enforcement	Name: Annette Marcadis - Hillsborough Term (2nd Term): October 2013-July 2017 Category: Parent
Name: Katrina McCray - Duval Term (1st Term): October 2010 – September 2014 *Pending re-appointment. Not confirmed in 2016 session. Category: Administrator	Name: Ric Mellin – Pasco *Pending Senate confirmation in 2017* Term (1st Term): October 2015 – September 2019 Category: Administrator
Name: Nicholas Pietkiewicz – Lee Term (1st Term): September 2014-September 2016 Category: Teacher	Name: Bernard Presha - Orange Term (2nd Term): August 2012-August 2016 Category: Law Enforcement
Name: Jillian Rose – Duval Term (1st Term): September 2014-September 2016 Category: Teacher	Name: C. David Schneider - Pinellas Term (1st Term): October 2010- September 2014 Category: Teacher
Name: Michelle Swint – Volusia *Pending Senate confirmation in 2017* Term (1st Term): October 2013- September 2017 Category: Teacher	Name: David Thompson – St. Lucie Term (2nd Term): August 2012-August 2016 Category: Law Enforcement
Name: Elizabeth Trop-Roberts -Broward Term (1st Term): August 2012– July 2016 Category: Lay Citizen – Parent	Name: K. Lynn Wade - Hillsborough Term (1st Term): September 2014 – October 2018 Category: Private School Administrator
Name: Cindi Walker – Palm Beach Term (2nd Term): January 2013-January 2017 Category: Lay Citizen-Parent	Name: Celita Wilson – Duval *Pending Senate confirmation in 2017* Term (2nd Term): February 2016-February 2020 Category: Lay Citizen-Parent

ADMINISTRATORS (5/5)

Marisol Diaz
Diane Farmer
Katrina McCray (pending reappointment)
Ric Mellin (pending confirmation)
K. Lynn Wade (private school)

LAW ENFORCEMENT (3/5)

David Lee
Bernard Presha
David Thompson
Vacant
Vacant

TEACHERS (8/8)

Cristina Basso
Pamela Bondurant
Ann Copenhaver
Christie Gold (pending reappointment)
Nicholas Pietkiewicz
Jillian Rose
C. David Schneider
Michelle Swint (pending confirmation)

FORMER SCHOOL BOARD MEMBERS (2/2)

Judie Budnick (pending reappointment)
Susan Hershey
PARENTS (4/5)
Annette Marcadis
Elizabeth Trop-Roberts
Cindi Walker
Celita Wilson (pending confirmation)
Vacant

1012.79 Education Practices Commission; organization.--

(1) The Education Practices Commission consists of 25 members, including 8 teachers; 5 administrators, at least one of whom shall represent a private school; 7 lay citizens, 5 of whom shall be parents of public school students and who are unrelated to public school employees and 2 of whom shall be former district school board members; and 5 sworn law enforcement officials, appointed by the State Board of Education from nominations by the Commissioner of Education and subject to Senate confirmation. Prior to making nominations, the commissioner shall consult with teaching associations, parent organizations, law enforcement agencies, and other involved associations in the state. In making nominations, the commissioner shall attempt to achieve equal geographical representation, as closely as possible.

(a) A teacher member, in order to be qualified for appointment:

1. Must be certified to teach in the state.
2. Must be a resident of the state.
3. Must have practiced the profession in this state for at least 5 years immediately preceding the appointment.

(b) A school administrator member, in order to be qualified for appointment:

1. Must have an endorsement on the educator certificate in the area of school administration or supervision.
2. Must be a resident of the state.
3. Must have practiced the profession as an administrator for at least 5 years immediately preceding the appointment.

(c) The lay members must be residents of the state.

(d) The law enforcement official members must have served in the profession for at least 5 years immediately preceding appointment and have background expertise in child safety.

(2) Members of the commission shall serve for 4-year staggered terms. No commission member may serve more than 8 years.

(3) The State Board of Education may remove any member from the commission for misconduct or malfeasance in office, incapacity, or neglect of duty.

(4) From among its members, the commission shall elect a chair who shall preside over meetings of the commission and perform other duties directed by the commission or required by its duly adopted rules or operating procedures. School districts shall be reimbursed for substitute teachers required to replace commission members, when they are carrying out their official duties, at a rate established by the school district for substitute teachers. The department may reimburse local school districts for substitutes.

(5) The commission, by a vote of three-fourths of the membership, shall employ an executive director, who shall be exempt from career service. The executive director may be dismissed by a majority vote of the membership.

(6)(a) The commission shall be assigned to the Department of Education for administrative purposes. The commission, in the performance of its powers and duties, shall not be subject to control, supervision, or direction by the Department of Education.

(b) The property, personnel, and appropriations related to the specified authority, powers, duties, and responsibilities of the commission shall be provided to the commission by the Department of Education.

(7) The duties and responsibilities of the commission are to:

(a) Interpret and apply the standards of professional practice established by the State Board of Education.

(b) Revoke or suspend a certificate or take other appropriate action as provided in ss. [1012.795](#) and [1012.796](#).

(c) Report to and meet with the State Board of Education at least once each year.

(d) Adopt rules pursuant to ss. [120.536\(1\)](#) and [120.54](#) to implement provisions of law conferring duties upon it.

(8)(a) The commission shall, from time to time, designate members of the commission to serve on panels for the purpose of reviewing and issuing final orders upon cases presented to the commission. A case concerning a complaint against a teacher shall be reviewed and a final order entered by a panel composed of five commission members, at least one of whom must be a parent or a sworn law enforcement officer and at least three of whom must be teachers. A case concerning a complaint against an administrator shall be reviewed and a final order entered by a panel composed of five commission members, at least one of whom must be a parent or a sworn law enforcement officer and at least three of whom must be administrators.

(b) A majority of a quorum of a panel of the commission shall have final agency authority in all cases involving the revocation, suspension, or other disciplining of certificates of teachers and school administrators. A majority of the membership of the panel shall constitute a quorum. The district school board shall retain the authority to discipline teachers and administrators pursuant to law.

(9) The commission shall make such expenditures as may be necessary in exercising its authority and powers and carrying out its duties and responsibilities, including expenditures for personal services, general counsel or access to counsel, and rent at the seat of government and elsewhere; for books of reference, periodicals, furniture, equipment, and supplies; and for printing and binding. The expenditures of the commission shall be subject to the powers and duties of the Department of Financial Services as provided in s. [17.03](#).

(10) The commission shall be financed from the following: certification fees; fines, penalties, and costs collected pursuant to s. [1012.796\(9\)](#); and general revenue.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rules Related to Educator Certification: 6A-4.002, General Provisions; 6A-4.003, Degrees, Programs, and Credits; 6A-4.006, General and Professional Preparation; 6A-4.0321, Specialization Requirements for Certification in Middle Grades General Science (Grades 5-9) - Academic Class; 6A-4.044, Specialization Requirements for Certification in Local Director of Career and Technical Education – Career and Technical Administrative Class; 6A-4.054, Specialization Requirements for Certification in Agriculture (Grades 6-12) - Degreed Career and Technical Class; and 6A-4.056, Specialization Requirements for Certification in Business Education (Grades 6-12) -Degreed Career and Technical Class

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1012.55, 1012.56

EXECUTIVE SUMMARY

The proposed revisions to Educator Certification rules effectuate the following:

- The outdated term “vocational” is replaced with “degreed career and technical” as it applies to the classification of Florida educator’s certificates and all related references;
- The required content preparation for prospective Middle Grades General Science (Grades 5-9) and Business Education (Grades 6-12) educators is aligned to relevant student standards and educator preparation competencies;
- The provisions are clearly defined for teacher education programs completed in states other than Florida to fulfill specified Florida certificate requirements;
- The outdated professional preparation postsecondary course credit requirements are eliminated;
- One administrative certificate area title of “Local Director of Career and Technical Education” is adopted; and,
- One certificate subject area title of “Engineering and Technology Education” is adopted.

Supporting Documentation Included: Proposed Rules 6A-4.002, 6A-4.003, 6A-4.006, 6A-4.0321, 6A-4.044, 6A-4.054, and 6A-4.056

Facilitator: Brian Dassler, Deputy Chancellor, Educator Quality

6A-4.002 General Provisions.

(1) Educator's certificates.

(a) through (e) No Change.

(f) Classification of coverages and endorsements shown on certificates. Each coverage or endorsement shown on a certificate shall be identified as an academic class, administrative class, specialty class, or degreed career and technical ~~vocational~~ class. The classification is specified in the specialization rule for each coverage or endorsement.

(g) through (4) No change.

(5) Teaching experience.

(a) Definition of teaching experience. Teaching experience as used in Florida State Board of Education rules for educator certification purposes shall be defined as full-time teaching, administrative, or supervisory service.

1. Teaching experience used for academic, administrative, degreed career and technical ~~vocational~~, and specialty class subjects shall be gained in a public or state supported school as defined in Section 1003.01(2), F.S.; or in a prekindergarten (ages three [3] and four [4]) school which is a public or state supported school or is a contractor for a public school system or in a birth through age two (2) school which is a public or state supported school or is a contractor for a public school system. However, teaching experience in a nonpublic school shall be acceptable provided the applicant held a valid full-time teaching certificate issued by the state department of education in the state where the teaching experience was acquired.

2. Teaching experience used for degreed career and technical ~~vocational~~ class subjects shall be gained in an elementary or secondary school as specified in subparagraph (5)(a)1. of this rule, in a public or state supported vocational or technical school, or in an accredited community or junior college as described in Rule 6A-4.003, F.A.C.

(b) through (6) No change.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.10(5)(b), 1012.55, 1012.56 FS. History—New 4-10-64, Amended 4-8-68, 4-11-70, 10-18-71, 3-19-72, 12-18-72, 6-17-73, 4-19-74, Repromulgated 12-5-74, Amended 6-22-76, 6-27-77, 12-26-77, 4-27-78, 7-1-79, 7-2-79, 6-26-80, 7-28-81, 1-3-82, 5-11-82, 6-22-83, 3-28-84, 1-31-85, 3-13-85, Joint Administrative Objection Filed – See FAR Vol. 12, No. 11, March 14, 1986, Formerly 6A-4.02, Amended 12-25-86, 10-18-88, 10-10-89, 4-15-91, 11-10-92, 5-30-94, 11-13-96, 10-15-01, 12-27-04, 7-27-06, Joint Administrative Procedures Committee objection resolved by Chapter 86-156, Laws of Florida,

Florida Administrative Register Vol. 35, No. 27, July 10, 2009, Amended 1-1-14, 12-31-14, 10-26-15,

6A-4.003 Degrees, Programs, and Credits.

Degrees, programs, and credits shall be determined acceptable for educator certification purposes based on the following:

(1) through (4)(b) No change.

(c) Teacher education programs in states other than Florida. A teacher education program at the bachelor's or higher degree level shall fulfill the general and professional preparation requirements and the specialization requirements for a certification an academic class subject area or a degreeed vocational class subject in accordance with the following provisions:

1. through 3. No change.

4. The program curriculum shall have included preservice field experiences and an internship or practicum appropriate to the certification subject area in a prekindergarten through grade 12 setting under the supervision of qualified educators; and.

5. 4- When a master's or higher degree is required for Florida certification in a subject, the program must have been completed at the same or higher degree level.

Documentation of teacher education programs from institutions within the United States or its territories shall be an official transcript. Documentation of teacher education programs from institutions outside the United States shall be an original credential evaluation report prepared by an accredited institution as specified in paragraphs (1)(a) or (b) of this rule, or by a credential evaluation agency approved by the Department as specified in subsection (6) of this rule. An original credential evaluation report must include a summary of the equivalent United States postsecondary degree level and academic program awarded and, upon request, must also include a detailed breakdown of all courses into descriptive titles with equivalent United States postsecondary semester hours and grades.

(5) through (6) No change.

*Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.55, 1012.56 FS. History—
New 4-20-64, Amended 3-26-66, 4-8-68, 7-7-68, 4-11-70, 1-17-72, Repromulgated 12-5-74, Amended 6-22-76, 11-
9-76, 10-12-77, 7-1-79, 1-3-82, 4-30-85, Formerly 6A-4.03, Amended 12-25-86, 9-12-89, 4-15-91, 11-25-97, 10-15-
01, 3-22-05, 1-1-14,*

6A-4.006 General and Professional Preparation.

(1) General preparation. A bachelor's or higher degree from an accredited or approved institution as described in Rule 6A-4.003, F.A.C., shall be considered to have met the general preparation course requirements.

(2) Professional preparation.

~~(a) For applications received before January 1, 2016, courses for the professional preparation and education competence requirement pursuant to the college course certification option in Section 1012.56(6)(f), F.S., are fifteen (15) semester hours with credit in the following professional education areas:~~

- ~~1. Classroom management including safe learning environments;~~
- ~~2. Human development and learning;~~
- ~~3. Educational assessment to include the content measured by state achievement tests and the interpretation and utilization of data to improve student achievement;~~
- ~~4. Effective instructional strategies including the needs of diverse learners;~~
- ~~5. For the middle (Grades 5-9) and secondary (Grades 6-12) level subject coverages and the K-12 level subject coverages: art, music, dance, computer science, health, foreign languages, and humanities, curriculum and special methods of teaching the subject; and,~~
- ~~6. For middle (Grades 5-9) and secondary (Grades 6-12) level subject coverages, foundations of research-based practices in teaching reading competency two of the State Board approved reading endorsement competencies.~~

~~(a)~~ ~~(b)~~ For applications received beginning January 1, 2016, professional preparation courses pursuant to Section 1012.56(6)(f), F.S., are a minimum of fifteen (15) semester hours with credit in the following professional education areas:

1. through 4. No change.
5. For certificate subject coverages classified by rule as academic or degreed career and technical ~~vocational~~, applications of research-based instructional practices in reading; and,
6. through (d) No change.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1012.55, 1012.56 FS. History-New 4-20-64, Amended 4-8-68, 7-7-68, 4-11-69, 6-17-73, Repromulgated 12-5-74, Amended 10-12-76, 7-1-79, 11-5-84, Formerly 6A-4.06, Amended 9-12-89, 5-30-94, 7-17-00, 10-15-01, 7-27-06, Joint Administrative Procedures Committee

objection resolved by Chapter 86-156, Laws of Florida, Florida Administrative Register Vol. 35, No. 27, July 10, 2009, Amended 12-31-14.

6A-4.0321 Specialization Requirements for Certification in Middle Grades General Science (Grades 5-9)

– Academic Class.

(1) Plan One. A bachelor's or higher degree with an undergraduate or graduate major in general science or middle grades general science; or

(2) Plan Two. A bachelor's or higher degree with eighteen (18) semester hours in science with associated laboratory experiences to include credit in the areas specified below:

- (a) Biological science;
- (b) Chemistry or physics; and,
- (c) Earth-space science or earth science.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, ~~1012.54~~, 1012.55, 1012.56 FS. History–New 9-1-92, Amended 7-17-00.

6A-4.044 Specialization Requirements for Certification in Local Director of Career and Technical Vocational Education – Career and Technical Vocational Administrative Class.

(1) A master's or higher degree or the advanced occupational level of training;

(2) Verification of completion of three (3) years of teaching experience in career and technical vocational education as specified in paragraph 6A-4.002(5)(a), F.A.C.;

(3) A valid professional certificate with certification in a nondegreed or degreed career and technical vocational class coverage; and,

(4) Thirty (30) semester hours of graduate or upper level credit in administration and supervision to include the following:

(a) Three (3) semester hours in organization, administration and management of career and technical vocational programs;

(b) through (c) No change.

(d) Three (3) semester hours in supervision and development of the career and technical vocational education

staff; and,

(e) No change.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, ~~1012.54~~, 1012.55, 1012.56 FS. History—New 4-20-64, Amended 4-8-68, 4-19-74, Repromulgated 12-5-74, Amended 7-1-79, 6-27-85, Formerly 6A-4.44, Amended 10-10-89.

6A-4.054 Specialization Requirements for Certification in Agriculture (Grades 6-12) – Degreed Career and Technical Vocational Class.

(1) Plan One. A bachelor's or higher degree with an undergraduate or graduate major in agriculture or agriculture education; or

(2) No change.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, ~~1012.54~~, 1012.55, 1012.56 FS. History—New 10-10-89, Amended 7-17-00.

6A-4.056 Specialization Requirements for Certification in Business Education (Grades 6-12) – Degreed Career and Technical Vocational Class.

(1) Plan One. A bachelor's or higher degree with an undergraduate or graduate major in business education or business administration; or

(2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in business education or business administration to include credit in the areas specified below:

(a) Accounting;

(b) Economics or Finance;

(c) Computer Science;

(d) Business communication or composition above the freshman level; and,

(e) Business law.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, ~~1012.54~~, 1012.55, 1012.56 FS. History—New 10-10-89, Amended 7-17-00.

STATE BOARD OF EDUCATION

Consent Item

May 20, 2016

SUBJECT: Approval of Repeal of Rules Related to Educator Certification: 6A-4.0221, Specialization Requirements for Certification in Journalism (Grades 6-12) – Academic Class; 6A-4.0341, Specialization Requirements for Certification in Speech (Grades 6-12) – Academic Class; 6A-4.076, Specialization Requirements for the Endorsement in Teacher Coordinator of Cooperative Education – Vocational Class; and 6A-4.078, Specialization Requirements for the Endorsement in Teacher Coordinator of Work Experience Programs – Vocational Class

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1012.55, 1012.56, Florida Statutes

EXECUTIVE SUMMARY

Educator Certification Rules 6A-4.0221, Journalism; 6A-4.0341, Speech; 6A-4.076, Teacher Coordinator of Cooperative Education; and 6A-4.078, Teacher Coordinator of Work Experience Programs, F.A.C., are proposed for repeal to consolidate related certificate subject areas and permit school district control for endorsement of Teacher Coordinators.

Supporting Documentation Included: Rules 6A-4.0221, 6A-4.0341, 6A-4.076, and 6A-4.078

Facilitator: Brian Dassler, Deputy Chancellor, Educator Quality

6A-4.0221 Specialization Requirements for Certification in Journalism (Grades 6-12) – Academic Class.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-90, Amended 7-17-00, Repealed

6A-4.0221 Specialization Requirements for Certification in Journalism (Grades 6-12) – Academic Class.

~~(1) Plan One. A bachelor’s or higher degree with an undergraduate or graduate major in journalism; or
(2) Plan Two. A bachelor’s or higher degree with thirty (30) semester hours in journalism or English to include credit in the areas specified below:~~

- ~~(a) Journalistic writing;~~
- ~~(b) Legal aspects of mass media; and,~~
- ~~(c) Layout and design.~~

~~*Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-90, Amended 7-17-00.*~~

6A-4.0341 Specialization Requirements for Certification in Speech (Grades 6-12) – Academic Class.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-90, Amended 7-17-00, Repealed

6A-4.0341 Specialization Requirements for Certification in Speech (Grades 6-12) – Academic Class.

~~(1) Plan One. A bachelor’s or higher degree with an undergraduate or graduate major in speech; or
(2) Plan Two. A bachelor’s or higher degree with thirty (30) semester hours in speech or English to include credit in the areas specified below:~~

- ~~(a) Fundamentals of speech;~~
- ~~(b) Discussion or debate;~~
- ~~(c) Dramatics or oral interpretation; and,~~
- ~~(d) Mass media.~~

~~*Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 7-1-90, Amended 7-17-00.*~~

6A-4.076 Specialization Requirements for the Endorsement in Teacher Coordinator of Cooperative Education – Vocational Class.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 10-10-89, Amended 5-4-93, Repealed

6A-4.076 Specialization Requirements for the Endorsement in Teacher Coordinator of Cooperative Education – Vocational Class.

- ~~(1) Certification in a vocational class subject; and,~~
- ~~(2) Two (2) years of full-time occupational experience or the equivalent in part-time experience shall be~~

completed as follows:

- (a) Occupational experience shall be gained as a wage earner after age sixteen (16); and,
- (b) The occupational experience shall be verified by former employers; or for self-employment, experience in a family-owned business, or experience at a firm no longer in business, the experience shall be verified by an individual knowledgeable of the applicant's service. Employment verification shall not be accepted from the applicant or family members. The verification shall be provided on business stationery or a notarized affidavit(s) and specify the dates of employment, job title(s), and full-time or part-time employment. When employment was part-time, the number of hours worked per week shall be included; and,
- (3) Recency of occupational experience or training shall be required as follows:
 - (a) At least six (6) weeks of occupational experience gained within the five (5) year period immediately preceding the date of receipt of the application for the endorsement or the date the endorsement is added to the valid certificate; or
 - (b) One (1) year of teaching experience as specified in paragraph 6A-4.002(5)(a), F.A.C., in a cooperative program during the five (5) year period immediately preceding the date of application for the addition of the endorsement; and,
- (4) Twelve (12) semester hours in professional vocational education to include the areas specified below:
 - (a) Three (3) semester hours in organization and coordination of the cooperative method of vocational education;
 - (b) Three (3) semester hours in principles and philosophy of vocational education;
 - (c) Three (3) semester hours in general methods of teaching vocational education; and,
 - (d) Three (3) semester hours in vocational or occupational guidance.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 10-10-89, Amended 5-4-93.

6A-4.078 Specialization Requirements for the Endorsement in Teacher Coordinator of Work Experience Programs – Vocational Class.

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 10-10-89, Amended 5-4-93, Repealed

6A-4.078 Specialization Requirements for the Endorsement in Teacher Coordinator of Work Experience Programs – Vocational Class.

- (1) A bachelor's or higher degree with certification in an academic, vocational, administrative, or specialty class coverage; and
- (2) Two (2) years of full-time occupational experience or the equivalent in part-time experience shall be completed as follows:
 - (a) Occupational experience shall be gained as a wage earner after age sixteen (16); and,
 - (b) The occupational experience shall be verified by former employers; or for self-employment, experience in a family-owned business, or experience at a firm no longer in business, the experience shall be verified by an

~~Individual knowledgeable of the applicant's service. Employment verification shall not be accepted from the applicant or family members. The verification shall be provided on business stationery or a notarized affidavit(s) and specify the dates of employment, job title(s), and full-time or part-time employment. When employment was part-time, the number of hours worked per week shall be included; and,~~

~~(3) Recency of occupational experience or training shall be required as follows:~~

~~(a) At least six (6) weeks of occupational experience gained within the five (5) year period immediately preceding the date of receipt of the application for the endorsement or the date the endorsement is added to the valid certificate; or~~

~~(b) One (1) year of teaching experience as specified in paragraph 6A-4.002(5)(a), F.A.C., in a cooperative program during the five (5) year period immediately preceding the date of application for the addition of the endorsement; and,~~

~~(4) Nine (9) semester hours in professional vocational education to include the areas specified below:~~

~~(a) Three (3) semester hours in organization and coordination of the cooperative method of vocational education;~~

~~(b) Three (3) semester hours in principles and philosophy of vocational education; and,~~

~~(c) Three (3) semester hours in vocational or occupational guidance.~~

Rulemaking Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History—New 10-10-89, Amended 5-4-93.

STATE BOARD OF EDUCATION

Consent Item

May 20, 2016

SUBJECT: Approval of Repeal of Rule 6A-6.012, Plans of Organization and Administration of Local Adult General Education Program

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02, Florida Statutes

EXECUTIVE SUMMARY

This rule was enacted in 1974 and subsequently amended in 1982 and 1989. The original statutes authorizing local adult general education program plan types and submission of such plans to the Department were repealed. The rulemaking authority is neither current nor correct and the law implemented is neither current nor correct. This rule contains outdated terms and provisions that are no longer required or useful. Numerous statutory provisions exist authorizing the operation and administration of adult general education programs in school districts and Florida College System institutions. These provisions are contained in ss. 1001.41(3), 1001.42, 1001.44, 1004.02, 1004.65(6)(b), 1004.93, 1004.98, 1011.80 (2), Florida Statutes.

This repeal does not preclude school districts or Florida College System institutions from operating, organizing and administering local adult general education programs or otherwise providing for the general educational needs of adults.

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Supporting Documentation Included: Rule 6A-6.012

Facilitator: Rod Duckworth, Chancellor, Division of Career and Adult Education

6A-6.012 Plans of Organization and Administration of Local Adult General Education Program.

*Rulemaking Authority 1004.93(8), 1012.55(1) FS. Law Implemented 1001.65(25), 1004.65(3), 1004.93, 1012.55(1) FS. History--
New 12-5-74, Amended 12-7-82, Formerly 6A-6.12, Amended 10-17-89, Repealed*

6A-6.012 Plans of Organization and Administration of Local Adult General Education Program.

The organization and administration of local adult general education programs shall be such as will assure that the kind and extent of general education services needed by adults in the community will be identified and provided in an effective and economical manner. Local programs shall be organized and administered according to one (1) of the following plans, or some other plan of local determination which is submitted to and approved by the Director of the Division of Applied Technology and Adult Education.

(1) Plan 1 operates under immediate direction of the superintendent. The adult general education program is operated under the immediate direction of the superintendent. Administrative responsibilities at the community level are assigned to part-time or full-time principals appointed by the school board upon recommendation of the superintendent. General supervision of the program from the district level is assigned to the general supervisor of instruction who works with local principals and teachers in the planning of programs and in the improvement of instruction for adults.

(2) Plan 2 operates under a director of adult general education. The adult general education program represents an enlargement and extension of the educational program and services of individual community schools throughout the district; it utilizes the appropriate physical facilities available in several community school centers, and is administered and supervised at the community level by qualified principals (either the regular day school principals, or depending upon the size of the adult school, separate full-time or part-time adult school principals) who coordinate their work closely with the regular day faculties, especially in the use of common school facilities. Over-all direction and coordination of the program from the district level are provided under this plan by a qualified director of adult general education.

(3) Plan 3 operates under a director of vocational and adult education. The adult general education program is administered in conjunction with the vocational education program of the district, and utilizes the appropriate physical facilities of existing vocational schools and other community schools of the district. Over-all direction is assigned to a director of vocational and adult education who is certificated in administration or supervision of

secondary education in addition to his qualifications as a vocational director. Where the size and scope of the adult general education program is such that the director cannot give adequate supervision to it, a qualified full-time or part-time supervisor of adult general education is employed to give immediate supervision to the adult general education program.

(4) Plan 4 operates under the direction of a community college. The program is under the general administrative control and direction of the president of the college, with immediate responsibility for the administration and supervision of the program being assigned to a qualified person. The physical facilities of the community college, augmented by those of community schools throughout the district, according to local need, are utilized for the adult general education program.

Rulemaking Authority 1004.93(8), 1012.55(1) FS. Law Implemented 1001.65(25), 1004.65(3), 1004.93, 1012.55(1) FS. History—New 12-5-74, Amended 12-7-82, Formerly 6A-6.12, Amended 10-17-89.

STATE BOARD OF EDUCATION

Consent Item

May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-10-040, Basic Skills Requirements for Postsecondary Career and Technical Certificate Education

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1004.91, Florida Statutes

EXECUTIVE SUMMARY

The State Board of Education is required by statute to adopt, by rule, standards of basic skill mastery for students completing career and technical certificate programs of 450 clock hours or more. Students enrolling in career and technical certificate programs must complete an entry-level exam within the first six weeks after admission to the program, and if necessary, the school district or Florida college institution offering the program must provide basic skills instruction. The rule identifies the approved assessment instruments designated to assess student mastery of basic skills. The statute provides exemptions from basic skills exit requirements for students holding certain credentials. One of the exemptions authorized in s. 1004.91, F.S., is "a student who passes a state, national or industry certification or licensure examination." The annual licensure exemption list is incorporated by reference in this rule. In addition, the proposed rule amends the cut score of one of the basic skills assessment instruments (GED® Tests: Reasoning through Language Arts and Mathematic Reasoning) to conform to Rule 6A-6.021 F.A.C.

Supporting Documentation Included: Proposed Rule 6A-10.040 and 2016-2017 Basic Skills Licensure Exemption List

Facilitator: Rod Duckworth, Chancellor, Division of Career and Adult Education

6A-10.040 Basic Skills Requirements for Postsecondary Career and Technical Certificate Education.

(1) through (d) No change.

(e) 2014 GED[®] Tests: Reasoning through Language Arts and Mathematical Reasoning where a minimum score as required in Rule 6A-6.021, F.A.C., of 150 has been attained on each test.

(2) through (7) No change.

(8) The following students are exempt from taking the initial basic skills assessment required in subsection (1) of this rule. The designated program administrator must receive an official copy of the degree, transcript, or test score in order to allow any of these exemptions.

(a) A student who possesses a college degree at the associate in applied science level or higher.

(b) A student who demonstrates readiness for public postsecondary education pursuant to Rule 6A-10.0315, F.A.C.

(c) A student who passes a state, national or industry certification or licensure examination that is identified in the list entitled "2016-2017 Basic Skills Licensure Exemption List ~~Basic Skills and Licensure Exemption List—2015-2016~~" (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06766-05711>) (http://www.fldoe.org/core/fileparse.php/5652/urlt/2016-17-License-exempt_CTE_programs.rtf ~~<http://www.fldoe.org/core/fileparse.php/5652/urlt/2015-16-basicskills-with-Licensure-exempt.rtf>~~), which is incorporated by reference herein. The Basic Skills ~~and~~ Licensure Exemption List may be requested from the Department of Education, Division of Career and Adult Education, 325 West Gaines Street, Tallahassee, FL 32399-0400.

(d) No change.

Rulemaking Authority 1001.02(1), 1004.91(1) FS. Law Implemented 1004.91 FS. History—New 10-8-85, Formerly 6A-10.40, Amended 5-2-89, 9-5-93, 11-25-97, 1-24-99, 4-26-06, 7-21-08, 5-18-14, 8-26-15.

2016-2017 Basic Skills Licensure Exemption List

Licensure exemptions are listed as Certification Codes from the Division of Career and Adult Education Industry Certification Descriptions. If a student is unable to meet the basic skills requirements on the post-test for basics skills requirements, they may sit for one of the related exams listed below and if they earn that industry certification, they may be counted as a program completer (s. 1004.91, F.S.).

Title	Program #	Career Cluster	Certification Code Form http://www.fl DOE.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
3-D Animation Technology	I480200	Arts, A/V Technology & Communication	NOCTI034
Accounting Operations	B070110	Business Management & Administration	AIOPB001
Advanced Automotive Service Technology 1	T600100	Transportation, Distribution & Logistics	FLADA001, NIASE002, NIASE008, NIASE076
Advanced Automotive Service Technology 2	T600200	Transportation, Distribution & Logistics	FLADA001, NIASE002, NIASE005, NIASE007, NIASE009, NIASE010, NIASE011, NIASE012, NIASE014, NIASE076
Advanced Automotive Technology	I470604	Transportation, Distribution & Logistics	FLADA001, NIASE002, NIASE005, NIASE007, NIASE008, NIASE009, NIASE010, NIASE011, NIASE012, NIASE014, NIASE076
Air Conditioning, Refrigeration and Heating Technology	I470203	Architecture & Construction	HVACE001, HVACE002, HVACE003, HVACE004, HVACE005, HVACE006, HVACE011, NATEX001, NATEX002, NATEX003, NATEX004, NATEX005, NATEX006, NATEX007, NCCER222
Air Conditioning, Refrigeration and Heating Technology 1	C400100	Architecture & Construction	HVACE001, HVACE002, HVACE003, HVACE004, HVACE005, HVACE006, HVACE011, NATEX001, NATEX002, NATEX003, NATEX004, NATEX005, NATEX006, NATEX007, NCCER220
Air Conditioning, Refrigeration and Heating Technology 2	C400200	Architecture & Construction	HVACE001, HVACE002, HVACE003, HVACE004, HVACE005, HVACE006, HVACE011, NATEX001, NATEX002, NATEX003, NATEX004, NATEX005, NATEX006, NATEX007, NCCER222,

Title	Program #	Career Cluster	Certification Code Form http://www.fl DOE.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Aircraft Airframe Mechanics	I470612	Transportation, Distribution & Logistics	FEDAA004
Aircraft Power Plant Mechanics	I470622	Transportation, Distribution & Logistics	FEDAA010
Applied Cybersecurity	Y100300	IT	MUST COMPLETE ALL THREE: COMPT001, COMPT006 AND COMPT008
Applied Welding Technologies	I480500	Manufacturing	AWELD001, NCCER061, NCCER062, NCCER063
Automation & Production Technology	J100100	Manufacturing	INSOC002, INSOC003, INSOC004, INSOC005, MANSI001, MSSCN00
Automotive CNG/LPG Technology	T401100	Transportation, Distribution & Logistics	NIASE009, NIASE010, NIASE023, NIASE025
Automotive Collision Repair and Refinishing	I470603	Transportation, Distribution & Logistics	NIASE017, NIASE018, NIASE019, NIASE029, NIASE032
Automotive Collision Repair and Refinishing 1	T400100	Transportation, Distribution & Logistics	NIASE017, NIASE018, NIASE019
Automotive Collision Repair and Refinishing 2	T400200	Transportation, Distribution & Logistics	NIASE029, NIASE032
Automotive Service Technology	I470608	Transportation, Distribution & Logistics	FLADA001, NIASE002, NIASE005, NIASE007, NIASE008, NIASE009, NIASE010, NIASE011, NIASE012, NIASE014, NIASE076
Automotive Service Technology 1	T400700	Transportation, Distribution & Logistics	FLADA001, NIASE002, NIASE007, NIASE008, NIASE010, NIASE014, NIASE076
Automotive Service Technology 2	T400800	Transportation, Distribution & Logistics	FLADA001, NIASE002, NIASE005, NIASE009, NIASE011, NIASE012, NIASE076

Rule 6A-10.040

Title	Program #	Career Cluster	Certification Code Form http://www.fl DOE.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Aviation Airframe Mechanics	T640300	Transportation, Distribution & Logistics	FEDAA002, FEDAA004
Aviation Powerplant Mechanics	T640400	Transportation, Distribution & Logistics	FEDAA002, FEDAA010
Avionics	I470199	Transportation, Distribution & Logistics	ETAIN006, NCATT001
Avionics 1	T640100	Transportation, Distribution & Logistics	ETAIN006, NCATT001
Avionics 2	T640200	Transportation, Distribution & Logistics	ETAIN006, NCATT001
Avionics Systems Technician	T400310	Transportation, Distribution & Logistics	ETAIN006, NCATT001
Baking and Pastry Arts	N100600	Hospitality & Tourism	IFSEA001, NRAEF003, NRAEF001, NRFSP001
Barbering	I120402	Human Services	FLDOP001, FLDOP007
Biomedical Equipment Repair Technology	J400100	Manufacturing	AAMIN001
Brick and Block Masonry	I463112	Architecture & Construction	NCCER237
Building Construction Technologies	I460401	Architecture & Construction	NCCER207, NCCER254
Building Trades and Construction Design Technology	C100100	Architecture & Construction	NCCER207, NCCER254

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Title	Program #	Career Cluster	Certification Code Form http://www.fl DOE.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Business Computer Programming	B070320	Information Technology	NOCTI035
Cabinetmaking	I480704	Architecture & Construction	NOCTI019
Cabinetmaking (NEW)	C410400	Architecture & Construction	NOCTI019
Carpentry	I460202	Architecture & Construction	NCCER204, NOCTI018
Carpentry 1	C510100	Architecture & Construction	NCCER202, NCCER203
Carpentry 2	C510200	Architecture & Construction	NCCER204
Central Sterile Processing Technology - PSAV	H170220	Health Science	AHCSM001
Central Sterile Processing Technology (NEW)	H170222	Health Science	AHCSM001
Cloud Computing & Virtualization	Y100400	Information Technology	MUST COMPLETE ALL THREE: COMPT001, COMPT006 AND COMPT014
CNC Production Specialist	J200300	Manufacturing	CNCI001, CNCI002, IHKBZ001, IHKBZ005, MSSCN001, NIFMS001, NIFMS002
Commercial Foods and Culinary Arts	N100500	Hospitality & Tourism	ACFED002, NRFSP001, NRAEF003
Computer Systems & Information Technology (CSIT)	Y100200	IT	COMPT001, COMPT006, COMPT008
Cosmetology	D500100	Human Services	FLDOP002

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Title	Program #	Career Cluster	Certification Code Form http://www.fldoe.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Court Reporting Transcriptionist	B600100	Business Management & Administration	NCRAS001
Dental Assisting	H170106	Health Science	DANBD001
Dental Assisting Technology and Management ATD	NA	Health Science	DANBD001
Dental Assisting Technology and Management ATD	H170113	Health Science	DANBD001
Digital Video Production	I100240	Arts, A/V Technology & Communication	ADOBE018, APPLE016
Drafting PSAV	C100200	Architecture & Construction	ADESK002, ADESK008, ADESK021, ADESK025, , AMDDA002, AMDDA003, AMDDA004, AMDDA005,
Early Childhood Education	E300100	Education & Training	Must earn either FLDCF003 OR FLDOE001, AND FLDCF005
Electrical and instrumentation Technology	I150404	Manufacturing	MSSCN001, NCCER226, NCCER227, NCCER228, NCCER267
Electrical and instrumentation Technology 1	J110100	Manufacturing	MSSCN001, NCCER226, NCCER227,
Electrical and instrumentation Technology 2	J110200	Manufacturing	MSSCN001, NCCER228, NCCER267
Electrician	I460314	Architecture & Construction	NCCER211
Electricity	I460312	Architecture & Construction	NCCER211

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Title	Program #	Career Cluster	Certification Code Form http://www.fldoe.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Electrocardiograph Technology	H170208	Health Science	CCINT001, NATHA002, NCFNT001
Electronic Technology	I150303	Manufacturing	ETAIN008, ISCET002, NCCER212, NCCER213, NCCER214, NCCER215
Electronic Technology 1	J540100	Manufacturing	ETAIN008, ISCET002, NCCER212,
Electronic Technology 2	J540200	Manufacturing	ETAIN008, ISCET002, NCCER213, NCCER214, NCCER215
Entrepreneurship	M803010	Marketing, Sales & Services	NOCTI041
Fashion Technology and Design Services	V200400	Arts, A/V Technology & Communication	NOCTI003
Fashion Technology and Production Services	K500100	Arts, A/V Technology & Communication	NOCTI003
Floral Design & Marketing (NEW)	A120100	Agriculture, Food and Natural Resources	FLSFA001
Gasoline Engine Service Technology	I470606	Transportation, Distribution & Logistics	EAETC001
Global Logistics an Supply Chain Technology	T300100	Transportation, Distribution & Logistics	AMSTL003, AMSTL004, MSSCN002, TAFOM001
Health Unit Coordinator (PS)	H170513	Health Science	NAHUC001
Health Unit Coordinator/Monitor Technician	H170107	Health Science	NAHUC001
Heavy Equipment Mechanics	I470302	Transportation, Distribution & Logistics	NIASE003, NIASE016, NIASE020, NIASE021, NIASE023, NIASE025, NIASE026, NIASE031, NIASE033
Heavy Equipment Operation	I490202	Transportation, Distribution & Logistics	NCCER216, NCCER217, NCCER218

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Title	Program #	Career Cluster	Certification Code Form http://www.fl DOE.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Heavy Equipment Service Technician	T440100	Transportation, Distribution & Logistics	NIASE003, NIASE 016, NIASE 020, NIASE 021, NIASE 23, NIASE 025, NIASE 026, NIASE 031, NIASE 033
Industrial Machinery Maintenance	I470303	Manufacturing	IHKZ003, MANSI001, MSSCN001, NCCER223, NCCER224, NCCER225, NCCER266
Industrial Machinery Maintenance 1	J590100	Manufacturing	IHKZ003, MANSI001, MSSCN001, NCCER223, NCCER224, NCCER225, NCCER266
Industrial Machinery Maintenance 2	J590200	Manufacturing	IHKZ003, MANSI001, MSSCN001, NCCER223, NCCER224, NCCER225, NCCER266
Industrial Pipefitter	I460514	Architecture & Construction	NCCER248
Industrial Technology	I150603	Manufacturing	MSSCN001
Java Development & Programming	Y700200	IT	ORACL004, ORACL005
Landscape and Turf Management	A200100	Agriculture, Food and Natural Resources	FNGLA001
Landscape Management	A010615	Agriculture, Food and Natural Resources	FNGLA001
Machining	I480503	Manufacturing	MSSCN001, NIFMS011, NIFMS005, NIFMS006
Machining Technologies	J200100	Manufacturing	CNCI001, CNCI002, IHKBZ001, IHKBZ005, MSSCN001, NIFMS001, NIFMS002, NIFMS003, NIFMS004, NIFMS007, NIFMS008, NIFMS010, NIFMS012, NANSI001
Major Appliance and Refrigeration Repair	I470106	Manufacturing	PRVA001
Major Appliance and Refrigeration Repair 1	J620100	Manufacturing	PRVA001
Major Appliance and Refrigeration Repair 2	J620200	Manufacturing	PRVA001
Marine Service Technologies	T400210	Transportation, Distribution & Logistics	ABAYC002, ABAYC003, ABAYC005, ABAYC007

Rule 6A-10.040

Title	Program #	Career Cluster	Certification Code Form http://www.fl DOE.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Massage Therapy	H120405	Health Science	FASMB001, NBTMB001
Mechatronics	J200200	Manufacturing	IHKBZ004, IHKBZ003, INSOC002, INSOC003, INSOC004, INSOC005, MANSI001, MSSCN001, NCCER223, NCCER224, NCCER225, NCCER226, NCCER227, NCCER228, NCCER266, NCCER267
Medical Administration Specialist	B070300	Business Management & Administration	NATHA003
Medical Assistant	H170503	Health Science	AMAMA001, AMEDT004
Medical Assisting (NEW)	H170515	Health Science	AMAMA001, AMEDT004
Medical Clinical Laboratory Technician ATD	H170600	Health Science	AMA0B001, AMEDT002, AMSCP002
Medical Clinical Laboratory Technician ATD	NA	Health Science	AMA0B001, AMEDT002, AMSCP002
Medical Coder Biller	H170526	Health Science	ACOPC004, ACOPC005, ACOPC006, AHIMA001, AHIMA002, AHIMA003,
Medical Coder Biller (NEW)	H170529	Health Science	ACOPC004, ACOPC005, ACOPC006, AHIMA001, AHIMA002, AHIMA003,
Medical Coder Biller ATD	NA	Health Science	ACOPC004, ACOPC005, ACOPC006, AHIMA001, AHIMA002, AHIMA003,
Medical Coder Biller ATD	H170528	Health Science	ACOPC004, ACOPC005, ACOPC006, AHIMA001, AHIMA002, AHIMA003,
Medical Coder Biller ATD (NEW)	NA	Health Science	ACOPC004, ACOPC005, ACOPC006, AHIMA001, AHIMA002, AHIMA003,
Medical Coder Biller ATD (NEW)	H170530	Health Science	ACOPC004, ACOPC005, ACOPC006, AHIMA001, AHIMA002, AHIMA003,
Medium and Heavy Duty Truck and Bus Technician	I470605	Transportation, Distribution & Logistics	NIASE003, NIASE016, NIASE020, NIASE021, NIASE023, NIASE025, NIASE026, NIASE031, NIASE033

Rule 6A-10.040

Title	Program #	Career Cluster	Certification Code Form http://www.fl DOE.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Medium and Heavy Duty Truck and Bus Technician 1	T650100	Transportation, Distribution & Logistics	NIASE003, NIASE016, NIASE020, NIASE021, NIASE023, NIASE025, NIASE026, NIASE031, NIASE033
Medium and Heavy Duty Truck and Bus Technician 2	T650200	Transportation, Distribution & Logistics	NIASE003, NIASE016, NIASE020, NIASE021, NIASE023, NIASE025, NIASE026, NIASE031, NIASE033
Millwright	I470313	Manufacturing	IHKBZ003, MANSI001, MSSCN001, NCCER238, NCCER239, NCCER240, NCCER241, NCCER242
Millwright 1	J590400	Manufacturing	IHKBZ003, MANSI001, MSSCN001, NCCER238, NCCER239
Millwright 2	J590500	Manufacturing	IHKBZ003, MANSI001, MSSCN001, NCCER240, NCCER241, NCCER242,
Network Support Services	B078000	IT	CISCO004, CISCO003, COMPT002, COMPT006, COMPT009, MICRO003, MICRO030, MICRO046
Network Systems Administration	B079300	IT	CISCO005, CISCO004, COMPT001, COMPT009, COMPT006, COMPT005, COMPT008, MICRO034, MICRO033, MICRO046, MICRO052, NACSE001
Nursery Management	A010616	Agriculture, Food and Natural Resources	FNGLA001
Optometric Assisting	H170704	Health Science	AMOPT001
Painting and Decorating	I460408	Architecture & Construction	NCCER245
Paramedic	W170206	Health Science	FDMQA014, NREMT004
Paramedic (NEW)	W170211	Health Science	FDMQA014, NREMT004
Patient Care Technician	H170694	Health Science	NATHA006
Pest Control Operations (ATD)	A020408	Agriculture, Food and Natural Resources	FDAES002

Rule 6A-10.040

Title	Program #	Career Cluster	Certification Code Form http://www.fldoe.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Pest Control Operations (ATD)	NA	Agriculture, Food and Natural Resources	FDAES002
Pharmacy Technician	H170500	Health Science	NATHA010, PTCBD001
Pharmacy Technician ATD	NA	Health Science	NATHA010, PTCBD001
Pharmacy Technician ATD	H170700	Health Science	NATHA010, PTCBD001
Plumbing Technology	I460513	Architecture & Construction	NCCER253
Power Equipment Technologies	T410300	Transportation, Distribution & Logistics	EAETC001
Practical Nursing	H170605	Health Science	FDMQA017, NCSBN002
Sports and Recreation Turf Management	A020607	Agriculture, Food and Natural Resources	FNGLA001
Structural Drafting	I480113	Architecture & Construction	NCCER022, NCCER072, NCCER073, NCCER074
Surgical Technology	H170211	Health Science	NSTSA001
Teacher Assisting	P131299	Education & Training	EDTSO001
Telecommunications Technology	I470301	Arts, A/V Technology & Communication	SOCTE004
Television Production	I100104	Arts, A/V Technology & Communication	NOCTI013
Transit Technician	T660100	Transportation, Distribution & Logistics	NIASE003, NIASE016, NIASE020, NIASE021, NIASE023, NIASE025, NIASE026, NIASE031, NIASE033
Transit Technician 1	T660200	Transportation, Distribution & Logistics	NIASE003, NIASE016, NIASE020, NIASE021, NIASE023, NIASE025, NIASE026, NIASE031, NIASE033

Title	Program #	Career Cluster	Certification Code Form http://www.fldoe.org/core/fileparse.php/10983/urlt/1516ClockHourInvent.xls
Transit Technician 2	T660300	Transportation, Distribution & Logistics	NIASE003, NIASE016, NIASE020, NIASE021, NIASE023, NIASE025, NIASE026, NIASE031, NIASE033
Veterinary Assisting	A010512	Agriculture, Food and Natural Resources	FLVMA002
Web Development	Y700100	IT	PROSO022
Welding Technology	J400400	Manufacturing	AWELD001, NCCER263, NCCER264, NCCER265
Welding Technology Advanced	J400410	Manufacturing	AWELD001, NCCER263, NCCER264, NCCER265

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Repeal of Rule 6A-1.0402, School and District Annual Reports

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02, Florida Statutes

EXECUTIVE SUMMARY

Section 1003.23 F.S., requires districts to keep records and submit all reports required by law and rules of the State Board of Education. 6A-1.044(3), F.A.C., is the rule for attendance procedures pursuant section 1003.23, F.S. Rule 6A-1.0402 is no longer necessary.

Supporting Documentation Included: Rule 6A-1.0402

Facilitator: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-1.0402 School and District Annual Reports.

Rulemaking Authority 229.053(1), 229.592(5) FS. Law Implemented 229.592, 230.23(18) FS. History--New 6-2-85, Formerly 6A-1.402, Repealed

6A-1.0402 School and District Annual Reports.

~~(1) Beginning with school and district reports for the 1985-86 school year, each school and district report shall contain the percentage of total student attendance and the percentage of student attendance by race and sex. The method of calculating these percentages of student attendance shall be as follows: Attendance shall be summed for each of the two (2) eleven-day periods coinciding with the full-time equivalent student surveys to obtain an aggregate student attendance. Student membership shall be summed for the same periods to obtain aggregate student membership. Aggregate student attendance then shall be divided by aggregate student membership to obtain the percentage of total student attendance. The same calculation shall be made to obtain the percentage of student attendance by race; the same percentage of student attendance also shall be made to obtain the percentage of student attendance by sex. Reports shall include an analysis of the progress made toward remediating problems with low attendance rates.~~

(2) Beginning with school and district reports for the 1984-85 school year, student dropouts, corporal punishment, in-school and out-of-school suspensions, and expulsions shall be reported in each school and district report by race and by sex. These data shall be the same data that districts are required to report annually to the Division of Public Schools.

(3) Beginning with school and district reports for the 1985-86 school year, each school district report shall:

(a) Include an analysis of progress toward identifying potential dropouts and remediating the problem;

(b) Report separately students who leave a public school because their parents or legal guardians are part of the seasonal migrant labor force, as defined in Chapter 1 of the Education Consolidation and Improvement Act of 1981 (P.L. 97-35), and who do not transfer to another public or private school or other educational institution; and,

(c) Report separately students who leave a public school because their parents are part-time residents of Florida, and who do not transfer to another public or private school or other educational institution.

Rulemaking Authority 229.053(1), 229.592(5) FS. Law Implemented 229.592, 230.23(18) FS. History--New 6-2-85, Formerly 6A-1.402.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-1.094221, Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause Promotion

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1008.25, Florida Statutes

EXECUTIVE SUMMARY

The rule provides school districts, administrators and parents with the criteria by which a third-grade student identified for retention may be promoted to fourth grade using an alternative assessment or the third-grade student portfolio.

Criteria for identification of alternative assessments is provided and the acceptable level of performance will be determined through an analysis conducted by the Department of Education and provided to the appropriate parties.

Also included in the rule are criteria for the third-grade student portfolio, specifically, who may select items to be included in the portfolio, assurance that the items are appropriate and demonstrate the students ability to perform successfully on third grade standards. The portfolio must contain a percentage of informational and literary text and be signed by the student's teacher and principal.

Supporting Documentation Included: Proposed Rule 6A-1.094221

Facilitator: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-1.094221 Alternative Standardized Reading Assessment and Use of Student Portfolio for Good Cause

Promotion.

(1) Pursuant to Section 1008.25(6), F.S., relating to the statewide public school student progression law eliminating social promotion, students who score at Level 1 on the ~~g~~Grade ~~three~~ ~~3~~ statewide English Language Arts ~~Florida Standards A~~assessment may be promoted to grade four if the student:

(a) Scores at or above the 45th percentile on the Reading SAT-10;

(b) Demonstrates an acceptable level of performance on an alternative standardized reading assessment approved pursuant to subsection (2) of this rule; or

(c) Demonstrates reading on grade level as evidenced through mastery of the Language Arts Florida Standards in reading equal to at least Level 2 performance on the ~~g~~Grade ~~three~~ ~~3~~ statewide English Language Arts ~~Florida Standards A~~assessment through a student portfolio pursuant to subsection (3) of this rule.

(2) The Department of Education shall review and approve the use of alternative standardized reading assessments to be used as a good cause exemption for promotion to fourth grade and will provide a list of approved alternative assessments to districts.

(a) The approval of an alternative standardized reading assessment must be based on whether the assessment meets the following criteria:

1. Internal consistency reliability coefficients of at least ~~0.80~~ ~~0.85~~;

2. High validity evidenced by the alignment of the test with nationally recognized content standards, as well as specific evidence of content, concurrent, or criterion validity;

3. Norming studies within the last five (5) to ten (10) years, with norming within five (5) years being preferable; and

4. Serves as a measure of grade ~~three~~ ~~3~~ achievement in reading comprehension.

(b) Districts may submit requests for the approval of alternative standardized reading assessments to be used as a good cause exemption for promotion to fourth grade. Once an assessment has been approved by the Department of Education, the assessment is approved for statewide use.

(c) The Department of Education shall approve the required percentile passing score for each approved alternative standardized reading assessment based on an analysis of Florida student achievement results. If an analysis is not feasible, students must score at or above the 50th percentile on the approved alternative standardized

reading assessment.

(d) The earliest the alternative assessment may be administered for student promotion purposes is following administration of the ~~g~~Grade ~~three~~ ~~3~~ statewide English Language Arts Florida Standards Aassessment. An approved standardized reading assessment may be administered two (2) times if there are at least thirty (30) days between administrations and different test forms are administered.

(3) To promote a student using a student portfolio as a good cause exemption there must be evidence that demonstrates the student's mastery of the Language Arts Florida Standards in reading equal to at least a Level 2 performance on the ~~g~~Grade ~~three~~ ~~3~~ statewide English Language Arts Florida Standards Aassessment. Such evidence shall be an organized collection of the student's mastery of the Language Arts Florida Standards that are assessed by the ~~g~~Grade ~~three~~ ~~3~~ statewide English Language Arts Florida Standards Aassessment. The student portfolio must meet the following criteria:

(a) Be selected by the student's teacher,

(b) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom,

(c) Include evidence that the standards assessed by the ~~g~~Grade ~~three~~ ~~3~~ statewide English Language Arts Florida Standards Aassessment have been met. Evidence is to include multiple choice items and passages that are approximately sixty (60) percent literary text and forty (40) percent information text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum that are aligned with the Language Arts Florida Standards or teacher-prepared assessments.

(d) Be an organized collection of evidence of the student's mastery of the Language Arts Florida Standards that are assessed by the ~~g~~Grade ~~three~~ ~~3~~ statewide English Language Arts Florida Standards Aassessment. For each standard, there must be at least three (3) examples of mastery as demonstrated by a grade of seventy (70) percent or above on each example, and

(e) Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

Rulemaking Authority 1008.25(9) FS. Law Implemented 1008.25(6) FS. History—New 5-19-03, Amended 7-20-04, 3-24-08, 2-1-09, 4-21-11, 11-4-14.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-1.09414, Course Requirements – Grades PK-12 Exceptional Student Education

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02, 1001.03(1) and 1011.62(1)(t), Florida Statutes

EXECUTIVE SUMMARY

The purpose of this rule is to adopt course requirements for each course contained in the “Course Code Directory and Instructional Personnel Assignments” for Grades PK-12, Exceptional Student Education. Course descriptions for Grades PK-12 are amended to include two new courses, Access Algebra II and Access Physical Science.

Supporting Documentation Included: Proposed Rule 6A-1.09414. [2016-2017 Florida Course Descriptions for Grades PK-12, Exceptional Student](#) (under separate cover)

Facilitator: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-1.09414 Course Requirements – Grades PK-12 Exceptional Student Education.

A course description directs district personnel by providing the essential content and course requirements for each course in grades PK-12 contained in the “Course Code Directory and Instructional Personnel Assignments” adopted in Rule 6A-1.09441, F.A.C. Course requirements approved by the State Board of Education are contained in the publication “2016-2017 Florida Course Descriptions for Grades PK-12, Exceptional Student Education (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06770> ~~05434~~),” which is hereby incorporated by reference and made a part of this rule. Copies of approved course descriptions may be obtained from Division of Public Schools, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399.

*Rulemaking Authority 1001.02, 1001.03(1), 1011.62(1)(t) FS. Law Implemented 1003.03, 1011.62(1)(t) FS. History—
New 7-9-86, Amended 12-28-86, 12-13-88, 12-11-89, 11-12-91, 6-6-93, 10-18-94, 9-28-99, 8-21-12, 3-25-14, 6-23-
15.*

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Repeal of Rule 6A-6.0312, Course Modifications for Exceptional Students

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02, Florida Statutes

EXECUTIVE SUMMARY

Section 1003.438, F.S., was repealed and all pertinent information from this rule is now covered in Rule 6A-1.09963, F.A.C. This rule is no longer necessary.

Supporting Documentation Included: Rule 6A-6.0312

Facilitator: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-6.0312 Course Modifications for Exceptional Students.

Rulemaking Authority 1001.42(4)(1), 1003.57, 1011.62(1)(c) FS. Law Implemented 1003.43, 1003.438 FS. History—New 4-30-85, Formerly 6A-6.312, Amended 4-23-87, Repealed

6A-6.0312 Course Modifications for Exceptional Students.

School boards shall modify basic courses, as necessary, to assure exceptional students the opportunity to meet the graduation requirements for a standard diploma. School Board shall modify vocational courses and programs of study, as necessary, to assure handicapped students the opportunity to meet graduation requirements for a standard or a special diploma.

(1) Modifications to basic courses shall not include modifications to the curriculum frameworks or student performance standards. When modifying vocational courses, the particular outcomes and student performance standards which a student must master to earn credit must be specified on the student's individual educational plan.

(2) Modifications to basic or vocational courses may include any of the following:

(a) The instructional time may be increased or decreased.

(b) Instructional methodology may be varied.

(c) Special communications systems may be used by the teacher or the student.

(d) Classroom and district test administration procedures and other evaluation procedures may be modified as specified in Rule 6A-1.0943, F.A.C., to accommodate the student's handicap.

(3) When modifying basic courses, the school board shall use one of the following strategies:

(a) Assignment of the exceptional student to an exceptional education class for instruction in a basic course with the same student performance standards as those required of nonexceptional students in the district pupil progression plan; or

(b) Assignment of the exceptional student to a basic education class for the instruction which is modified to accommodate the student's exceptionality.

(4) The district shall determine which of these strategies to employ based on an assessment of the student's needs and shall reflect this decision in the student's individual educational plan.

(5) Exceptional students enrolled in basic courses utilizing the strategy described in paragraph 6A-6.0312(3)(a), F.A.C., shall be counted at exceptional student special program cost factors only if the class is being taught in a special program for exceptional students, by a qualified teacher in accordance with Rule 6A-1.0503, F.A.C.

(6) The school board's provisions for course modifications shall be incorporated in the district's pupil progression plan.

Rulemaking Authority 1001.42(4)(1), 1003.57, 1011.62(1)(c) FS. Law Implemented 1003.43, 1003.438 FS. History—New 4-30-85, Formerly 6A-6.312, Amended 4-23-87.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-6.05282, College Reach-Out Program

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1007.34, Florida Statutes

EXECUTIVE SUMMARY

The College Reach-Out Program (CROP) is a statewide program created in 1983 by the Florida Legislature under Section 1007.34, Florida Statutes. The primary objective of CROP is to recruit low-income, educationally disadvantaged students in grades 6-12 and concentrate its efforts on motivating and preparing them to attend college and complete their postsecondary education.

An estimated 183,000 students have been served by CROP since the program was initiated. In 2013-2014, 1,273 new students joined the program and a total of 3,346 students were served.

The purpose of this rule amendment is to update the academic and economic criteria sections that participating postsecondary educational institutions use to determine student eligibility in the College Reach-Out Program.

Supporting Documentation Included: Proposed Rule 6A-6.05282

Facilitator: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-6.05282 College Reach-Out Program.

(1) through (2) No change.

(3) Academic criteria. The academic criteria for the College Reach-Out Program are as follows:

(a) through (b) No change.

(c) The student's academic transcript at the time the student applies for participation in the program indicates course grades in mathematics and science at grade "C" or below ~~contains no mathematics or science courses at Level II or Level III in grades 9-11, as reflected in the Course Code Directory incorporated by reference in Rule 6A-1.09441, FAC.;~~

(d) The student has an achievement level below a Level 3 in English Language Arts (ELA) and mathematics, on the Florida Standards Assessments (FSA), a below average reading, writing, or mathematics score on the Florida Comprehensive Assessment Test (FCAT) 2.0 or on the Algebra I End-of-Course (EOC) Assessment under Section 1008.22 ~~1008.25(4)(a), F.S.;~~

(e) through (h) No change.

(4) Economic criteria. The economic criteria for the College Reach-Out Program are as follows:

(a) The student is eligible for the Free and Reduced-Price Lunch Program under the Richard B. Russell National School Lunch Act [42 U.S.C. §1758(b)(1)(A)] ~~National School Lunch Act [42 U.S.C. 1758(b)];~~

(b) ~~The student's family income is at or below one hundred eighty five (185%) percent of the 2012 Health and Human Services (HHS) Poverty Guidelines for the 48 Contiguous States and the District of Columbia, as published annually in the Federal Register. The 2012 Health and Human Services Poverty Guidelines for the 48 Contiguous States and the District of Columbia (http://www.flrules.org/Gateway/reference.asp?No=Ref_01634) are hereby incorporated by reference and available at <http://aspe.hhs.gov/poverty>;~~

(c) ~~The student's family received temporary cash assistance under the Federal Temporary Assistance for Needy Families program under 42 U.S.C., ss. 601, et seq., during the preceding calendar year;~~

(d) ~~(e)~~ The student's family received other public assistance during the preceding calendar year (Supplemental Security Income and/or Housing Choice Voucher Program); or

(e) ~~(f)~~ The student is an orphan or ward of the court with no taxable income.

Rulemaking Authority 1007.34 FS. Law Implemented 1007.34 FS. History—New 11-13-12, Amended

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Repeal of Rule 6A-6.05221, Student Support and Assistance Component

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02, Florida Statutes

EXECUTIVE SUMMARY

Due to the repeal of ss. 229.053(1) and 230.2316, Florida Statutes, there is no longer rule making authority for this rule. This rule is to be repealed.

Supporting Documentation Included: Rule 6A-6.05221

Facilitator: Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

6A-6.05221 Student Support and Assistance Component.

Rulemaking Authority 229.053(1), 230.2316(10) FS. Law Implemented 230.2316 FS. History--New 1-2-95. Repealed

6A-6.05221 Student Support and Assistance Component.

Students served through this component shall generate dropout prevention funding for the classes in which they receive direct services or benefits due to the auxiliary services being provided to the student, teacher, or both. This component may be delivered through a course in which intended outcomes of the course framework include affective skills or remediation for students who have failed or are at risk of failing the High School Competency Test. Students may be reported for dropout prevention full-time equivalent (FTE) in the Florida Education Finance Program (FEFP) provided the following conditions are met:

(1) Student support and assistance plan. A student support and assistance plan shall be developed annually by a student services team for each dropout prevention student served through a student support and assistance component. The plan shall identify the students' academic and behavioral needs, annual goals, instructional objectives, educational and related services to be provided, evaluation procedures and schedule for determining on an annual basis progress toward meeting goals and instructional objectives. This plan shall be developed for each student reported for dropout prevention FTE while in membership in a non-dropout prevention class. The plan shall specify the correlation between services and student performance for each period the student is reported for dropout prevention FTE.

(2) Criteria. Any student who meets the eligibility criteria for any dropout prevention program may be served through the student support and assistance component.

(3) Academic assistance and support services shall be provided and documented for each eligible student reported as dropout prevention FTE in this component. Those services for which districts shall submit dropout prevention FTE shall be specified in the student support and assistance plan and include at least one (1) of the following:

(a) Supplemental materials or alternative strategies provided to assist with course modification, behavior management, or alternative assessment.

(b) Instructional aides, case manager, student services personnel, or other support personnel assigned to assist eligible dropout prevention students and their teachers.

Rulemaking Authority 229.053(1), 230.2316(10) FS. Law Implemented 230.2316 FS. History--New 1-2-95.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-7.0710, Instructional Materials Evaluation Procedures

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02, 1006.34(1), Florida Statutes

EXECUTIVE SUMMARY

The rule has been amended to update and clarify language related to the evaluation of instructional materials and updates references to documentation for current and future use by the Department, publishers and manufacturers.

Supporting Documentation Included: Proposed Rule 6A-7.0710; [Policies and Procedures Specifications for the Florida Instructional Materials Adoption](#); [Form IM1, Manage Bids](#); [Form IM2, Bid Deposit](#); [Form IM3, Bid Signature Sheet](#); [Form IM4, Bid Details](#); [Form IM5a, Publisher Registration](#); [Form IM5b, Publisher Sales/Other Representatives](#); [Form IM6, Publisher Acknowledgement Form](#); [Form IM7, Standards Alignment Form](#); [Form IM8, Publisher Questionnaire](#); [Form IM9, Warranty Form M](#); [Form IM12, UDL Questionnaire](#); [Form IM13, Assessment Fees](#); [Form IM14, Standards Alignment Assurance](#); [Instructional Materials Reviewer Portal](#); [Form IM15, Affidavit of State Instructional Materials Reviewers](#); and [Technology Specification Guidelines](#)

Facilitator: Mary Jane Tappen, Executive Vice Chancellor of K-12 Public Schools

6A-7.0710 Instructional Materials Evaluation Policies and Procedures.

(1) Publishers and manufacturers of instructional materials may submit sealed bids or proposals for the adoption of instructional materials by the Department of Education in response to the advertisement required by s. 1006.33(1), F.S. The Policies and Procedures Specifications for the Florida Instructional Materials Adoption (DOS Link) is hereby incorporated by reference (effective June 2016) and will be available on the Florida Department of Education’s Office of Instructional Materials website at <http://www.fldoe.org/academics/standards/instructional-materials>. The policies and procedures for state adoption of instructional materials are prescribed in “Policies and Procedures for the Florida Instructional Materials Adoption 2011,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00244>) which is hereby incorporated by reference in this rule. The specifications for instructional materials for 2011-2012 adoption of Social Studies instructional materials are prescribed in “2010 Social Studies Specifications for the 2011-2012 Florida State Adoption of Instructional Materials,” (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00245>) which is hereby incorporated by reference in this rule. These documents may be found at http://www.fldoe.org/bii/instruct_mat or by contacting the Department of Education, 325 West Gaines Street, Room 424, Tallahassee, Florida 32399.

(2) ~~Publishers and manufacturers of instructional materials:~~ The following forms shall be submitted by instructional materials publishers or manufacturers when proposing instructional materials for adoption and are hereby incorporated by reference in this rule ~~to become effective December 29, 2011.~~ These forms may be found on the Publisher Registration and online Bid Process Portal at <https://app2.fldoe.org/BII/InstructMat/Publisher/Secure/MainMenu.aspx> at http://www.fldoe.org/bii/instruct_mat or by contacting the Department of Education, 325 West Gaines Street, Room 424, Tallahassee, Florida 32399.

- (a) Form IM1, Manage Bids (DOS Link) (Effective June 2016)
- (b) Form IM2, Bid Deposit (DOS Link) (Effective June 2016)
- (c) Form IM3, Bid Signature Sheet (DOS Link) (Effective June 2016)
- (d) Form IM4, Bid Details (DOS Link) (Effective June 2016)
- (e) Form IM5a, Publisher Registration (DOS Link) (Effective June 2016)
- (f) Form IM5b, Publisher Sales/Other Representatives (DOS Link) (Effective June 2016)
- (g) Form IM6, Publisher Acknowledgement Form (DOS Link) (Effective June 2016)
- (h) Form IM7, Standards Alignment Form (DOS Link) (Effective June 2016)

(i) Form IM8, Publisher Questionnaire (DOS Link) (Effective June 2016)

(j) Form IM9, Warranty Form M (DOS Link) (Effective June 2016)

(k) Form IM12, UDL Questionnaire (DOS Link) (Effective June 2016)

(l) Form IM13, Assessment Fees (DOS Link) (Effective June 2016)

(m) Form IM14, Standards Alignment Assurance (DOS Link) (Effective June 2016)

(a) Form IM1, 2011-2012 Florida Instructional Materials Adoption Publisher's Questionnaire

~~(<http://www.flrules.org/Gateway/reference.asp?No=Ref-00795>).~~

(b) Form IM2, Correlation, Florida Department of Education, Instructional Materials Correlation Course Standards

~~(<http://www.flrules.org/Gateway/reference.asp?No=Ref-00796>).~~

(c) Form IM3, State of Florida, Instructional Materials Bid, List of Intent(s) to Bid

~~(<http://www.flrules.org/Gateway/reference.asp?No=Ref-00797>).~~

(d) Form IM4, Bid Form (Detailed), Florida Department of Education, Contract Period: 201X-201X

~~(<http://www.flrules.org/Gateway/reference.asp?No=Ref-00798>).~~

(e) Form IM5, State of Florida, Instructional Materials Bid Signature Sheet

~~(<http://www.flrules.org/Gateway/reference.asp?No=Ref-00799>).~~

(f) Form IM6, Acknowledgement of Publisher for the 201X-201X, State Instructional Materials Adoption

~~(<http://www.flrules.org/Gateway/reference.asp?No=Ref-00614>).~~

(g) Form IM7, Instructional Materials Publisher Registration and Online Bid Process

~~(<http://www.flrules.org/Gateway/reference.asp?No=Ref-00800>).~~

(3) Instructional materials submitted by publishers or manufacturers for adoption will be evaluated as follows:

The Manufacturing Standards and Specifications for Textbooks ("MSST"), 2009 Revised Edition, are the official minimum standards and specifications for the physical construction of instructional materials. The MSST, developed by the National Association of State Textbook Administrators (NASTA), are hereby incorporated by reference in this rule and are available through the Advisory Commission on Textbook Specifications, Two Armand Drive, Suite 1B, Palm Coast, FL 32317-2612, www.nasta.org. Form B, State of Florida, Statement of Publisher Submitting Books for Adoption (<http://www.flrules.org/Gateway/reference.asp?No=Ref-00616>), and Form M, State of Florida, Statement of Publisher Submitting Electronic Media for Adoption

(<http://www.flrules.org/Gateway/reference.asp?No=Ref-00617>), are hereby incorporated by reference in this rule to become effective December 29, 2011. These forms may be accessed by contacting the Department of Education, 325 West Gaines Street, Room 424, Tallahassee, Florida 32399.

(a) The student and teacher editions of the major tool of instruction, along with any ancillary materials deemed appropriate by the Department, will be evaluated for alignment to the applicable state standards, course descriptions, and other requirements outlined in the specifications. The Department will develop rubrics for each adoption based on alignment to appropriate course descriptions, state standards, and specifications.

(b) Electronic samples of the student and teacher editions, along with any ancillary materials deemed appropriate for sampling by the Department, will be evaluated. The electronic samples must be in final form and must be made available for review on a website or server developed, hosted, or contracted by the publisher or manufacturer by the date established by the Department. Hardcopy samples will not be accepted for evaluation.

(c) Publishers may provide a virtual presentation to the state instructional materials reviewers on the merits of the materials submitted for adoption. Publishers who choose to provide a virtual presentation must prerecord the presentation for reviewers to access during the evaluation process and must limit the presentation to no more than fifteen (15) minutes in length. Publishers who choose to provide a virtual presentation must make the presentation available for review on a website developed, hosted, or contracted by the publisher or manufacturer by the date established by the Department.

(d) State and district instructional materials reviewers will evaluate materials utilizing the Department's instructional materials database and online evaluation system accessible through the main instructional materials website <http://www.fldoe.org/academics/standards/instructional-materials>. The Instructional Materials Reviewer Portal (DOS Link) is hereby incorporated by reference and effective June 2016. The state instructional materials reviewers shall be state or national experts in the academic content area being reviewed for adoption. The state instructional materials reviewers will generally hold one or more of the following credentials:

1. A baccalaureate degree or higher in the field or a related field.
2. Certification in the field or a related field.
3. Substantial experience in the field, or
4. Recognition as an expert in the field. Such recognition may include, but is not limited to, awards received or publications related to the academic content area.

(e) State instructional materials reviewers must complete Form IM15, Affidavit of State Instructional Materials Reviewers (Reviewer) (DOS Link) which is available on the instructional materials website <http://www.fldoe.org/academics/standards/instructional-materials> and is hereby incorporated by reference (effective June 2016). The original must be filed with the department before the reviewer completes the reviewer training and is assigned materials to review.

(f) The approved adopted list and the associated reviewer ratings from the standards alignment portion of the state reviewer rubric will be published on the instructional materials website <http://www.fldoe.org/academics/standards/instructional-materials>.

(4) Technology Specification Guidelines (DOS Link) will be available to publishers and manufacturers on the instructional materials website <http://www.fldoe.org/academics/standards/instructional-materials> and are hereby incorporated by reference (Effective June 2016) State instructional materials reviewers and school district reviewers.

(a) The Affidavit of State Instructional Materials Reviewers (Reviewer), Form IM8, (<http://www.flrules.org/Gateway/reference.asp?No=Ref 00801>) shall be completed by state instructional materials reviewers. This form is hereby incorporated by reference in this rule to become effective December 29, 2011, and may be found at http://www.fldoe.org/bii/instruct_mat or by contacting the Department of Education, 325 West Gaines Street, Room 424, Tallahassee, Florida 32399.

(b) Both state instructional materials reviewers and school district reviewers shall utilize the online instructional materials evaluation instrument in evaluating instructional materials submitted for adoption. The evaluation instrument (<http://www.flrules.org/Gateway/reference.asp?No=Ref 00619>), Form IMEI-01, Instructional Materials Review Evaluation Instrument, is hereby incorporated by reference in this rule to become effective December 29, 2011, and may be found at http://www.fldoe.org/bii/instruct_mat or by contacting the Department of Education, 325 West Gaines Street, Room 424, Tallahassee, Florida 32399.

Rulemaking Authority 1001.02(1), 1006.34(1) FS. Law Implemented 1006.29, 1006.30, 1006.31, 1006.32, 1006.33, 1006.34, 1006.36, 1006.38 FS. History—New 12-29-11.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-10.019, Required Annual Calendar for Colleges

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02(1), Florida Statutes

EXECUTIVE SUMMARY

Changes to the statutory provisions resulting from House Bill 7069 passed during the 2015 Legislative session requires this rule be revised to address college calendars and remove school references.

Supporting Documentation Included: Proposed Rule 6A-10.019

Facilitator: Chancellor Madeline Pumariega, Florida College System

6A-10.019 Required Annual Calendar for ~~Schools and~~ Colleges.

Each Florida College System institution ~~district school board~~, ~~each community college district board of trustees~~, ~~and each university board of trustees~~ shall prior to the beginning of each fiscal year adopt an annual calendar which shall be observed by the institution ~~all schools or post high school educational institutions~~ operated by said board.

(1) Each board shall adopt a calendar that supports the following objectives:

(a) Minimal loss of time between student exit from one public institution and entry into another. Students who complete a phase of their education in one public institution and who need to transfer to another public institution to continue their education should be able to do so without prolonged delay.

(b) Opportunity for students to move through the educational system at their respective paces. Calendars should not be based on the assumption that all students will initiate and complete learning activities at the same pace.

~~(c) Opportunity for school personnel to utilize in-service and continuing education.~~

~~(c) (d) Opportunity for effective and efficient utilization of resources. School plants and school personnel should not have prolonged periods during which they are idle.~~

~~(d) (e) Opportunity for family activities.~~

~~(e) (f) Flexibility in implementation of calendar decisions.~~

(2) The calendar adopted by each Florida College System institution ~~community college~~ board of trustees ~~and each university board of trustees~~ shall include at least the following statewide requirements:

(a) Unless an exception is granted by the Chancellor of the Florida College System ~~Department of Education~~, as appropriate, three (3) common entry periods shall be established so that the first day of classes will fall on or within each of the three (3) periods listed below:

1. August 10 and August 31 ~~The first three (3) weekdays after August 22.~~

2. January 2 and January 11 ~~The first three (3) weekdays after January 4.~~

3. May 1 and May 16 ~~The first three (3) weekdays after May 5.~~

(b) In addition to the three (3) common entry periods prescribed in this section, each calendar shall include the following:

1. Pre-established dates for issuing certificates, diplomas, or degrees which will permit students to utilize the entry period which minimizes the loss of time to students in completing the transfer between programs or institutions.

2. A summer program for teachers and other school personnel ~~scheduled to begin no earlier than June 15 and close no later than August 15~~; provided, however, that this requirement shall apply only to each postsecondary educational institution offering programs for in-service teachers.

3. As many additional periods throughout the fiscal year in which a student can begin a program as can be feasibly provided.

(3) An official copy of the annual calendar adopted by each Florida College System institution school board, ~~community college board of trustees, and the university board of trustees~~ for each school or institution operated by said boards shall be filed with the Department in the manner prescribed by the Commissioner.

*Rulemaking Authority 1001.02(1), (2)(n), ~~(6)~~ 1006.50, 1007.01 FS. Law Implemented 1001.02~~(6)~~, 1001.03, 1001.42 FS. History—
New 6-17-74, Repromulgated 12-5-74, Amended 3-27-80, 7-7-83, 2-19-84, Formerly 6A-10.19, Amended 12-18-05.*

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Repeal of Rule 6A-10.0318, Postsecondary Preparatory Instruction Curriculum and Postsecondary Readiness

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02(1), Florida Statutes.

EXECUTIVE SUMMARY

The rulemaking authority for this rule was repealed and therefore this rule must be repealed as well.

Supporting Documentation Included: Rule 6A-10.0318

Facilitator: Chancellor Madeline Pumariega, Florida College System

6A-10.0318 Postsecondary Preparatory Instruction Curriculum and Postsecondary Readiness Competencies.

Rulemaking Authority 1008.30(3) FS. Law Implemented 1008.30 FS. History--New 4-30-12, Repealed

6A-10.0318 Postsecondary Preparatory Instruction Curriculum and Postsecondary Readiness Competencies.

The postsecondary preparatory instruction curriculum provided in public high schools, required for students who do not meet established scores on an approved assessment in accordance with the provisions of Rule 6A-10.0315, F.A.C., shall encompass the outlined postsecondary readiness competencies for the appropriate subject.

(1) The Florida Reading Postsecondary Readiness Competencies are:

- (a) Determine what the text says explicitly.
- (b) Distinguish between facts and opinions.
- (c) Extract key information efficiently in print and online using text features and search techniques.
- (d) Determine the author's purpose.
- (e) Delineate the main ideas or themes in the text and the details that elaborate and support them.
- (f) Discern the most important ideas, events, or information, and summarize them accurately and concisely.
- (g) Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
- (h) Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
- (i) Analyze how specific details and larger portions of the text contribute to the meaning of the text.
- (j) Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
- (k) Determine when, where, and why events unfold in the text, and explain how they relate to one another.
- (l) Ascertain the origin, credibility, and accuracy of print and online sources.
- (m) Recognize relationships within a sentence and between sentences.
- (n) Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.

- (o) Analyze how the text's organizational structure presents the argument, explanation, or narrative.
 - (p) Recognize tone.
 - (q) Analyze how specific word choices shape the meaning and tone of the text.
 - (r) Detect bias.
 - (s) Support or challenge assertions about the text by citing evidence in the text explicitly and determine what can be inferred logically from the text.
 - (t) Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
 - (u) Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.
 - (v) Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
 - (w) Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
- (2) The Florida Writing Postsecondary Readiness Competencies are:
- (a) Sustain focus on a specific topic or argument.
 - (b) Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
 - (c) Support and illustrate arguments and explanations with relevant details, examples, and evidence.
 - (d) Create a logical progression of ideas or events, and convey the relationships among them.
 - (e) Establish and refine a topic or thesis that addresses the specific task and audience.
 - (f) Develop and maintain a style and tone appropriate to the task, purpose, and audience.
 - (g) Choose words and phrases to express ideas precisely and concisely.
 - (h) Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
 - (i) Use varied sentence structures to engage the reader and achieve cohesion between sentences.
 - (j) When writing to inform or explain, synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.

- ~~(k) When writing to inform or explain, convey complex information clearly and coherently to the audience through purposeful selection and organization of content.~~
- ~~(l) When writing to inform or explain, demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.~~
- ~~(m) Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.~~
- ~~(n) When writing arguments, establish a substantive claim, distinguishing it from alternate or opposing claims.~~
- ~~(o) When writing arguments, link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.~~
- ~~(p) When writing arguments, acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.~~
- ~~(q) Gather the information needed to build an argument, provide an explanation, or address a research question.~~
- ~~(r) Recognize effective transitional devices within the context of a passage.~~
- ~~(s) Recognize commonly confused or misused words or phrases.~~
- ~~(t) Place modifiers correctly.~~
- ~~(u) Use coordination and subordination effectively.~~
- ~~(v) Recognize parallel structure.~~
- ~~(w) Avoid fragments, comma splices, and fused sentences.~~
- ~~(x) Avoid inappropriate shifts in verb tense.~~
- ~~(y) Maintain agreement between pronoun and antecedent.~~
- ~~(z) Avoid inappropriate pronoun shifts.~~
- ~~(aa) Maintain clear pronoun references.~~
- ~~(bb) Use proper case forms.~~
- ~~(cc) Use adjectives and adverbs correctly.~~
- ~~(dd) Use appropriate degree forms.~~
- ~~(ee) Use standard verb forms.~~
- ~~(ff) Maintain agreement between subject and verb.~~
- ~~(gg) Use standard spelling, punctuation, capitalization.~~

- (3) The Florida Mathematics Postsecondary Readiness Competencies are:
- (a) Understand that to solve certain problems and equations, number systems need to be extended from whole numbers to the set of all integers (positive, negative and zero), from integers to rational numbers, and from rational numbers to real numbers (rational and irrational numbers); define and give examples of each of these types of numbers.
 - (b) Know when and how to apply standard algorithms or concepts, and perform them flexibly, accurately and efficiently.
 - (c) Explain and apply basic number theory concepts such as prime number, factor divisibility, least common multiple, and greatest common divisor.
 - (d) Add, subtract, multiply and divide integers, fractions and decimals.
 - (e) Solve multi-step problems involving fractions and percentages.
 - (f) Locate the position of a number on the number line, know that its distance from the origin is its absolute value, and know that the distance between two numbers on the number line is the absolute value of their difference.
 - (g) Simplify sums and differences of absolute values.
 - (h) Use mental strategies to formulate, represent and solve problems.
 - (i) Use estimation and approximation to solve problems.
 - (j) Use calculators appropriately and make estimations without a calculator regularly to detect potential errors.
 - (k) Distinguish relevant from irrelevant information, identify missing information, and either find what is needed or make appropriate estimates.
 - (l) Calculate and apply ratios, proportions, rates and percentages to solve problems.
 - (m) Recognize proportional relationships and solve problems involving rates and ratios.
 - (n) Translate word problems into proportions.
 - (o) Use and interpret quantities and units correctly in algebraic formulas.
 - (p) Use the symbols of mathematics correctly and precisely.
 - (q) Interpret an expression that represents a quantity in terms of the context.
 - (r) Define variables and write an expression to represent a quantity in a problem.
 - (s) Evaluate algebraic expressions.
 - (t) Simplify algebraic expressions.

- (u) Apply the order-of-operations to evaluate algebraic expressions, including those with parentheses and exponents.
- (v) Solve linear equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.
- (w) Understand a problem and formulate an equation to solve it.
- (x) Use mathematical strategies to formulate a problem in mathematical terms, reach a solution, and interpret the solution in the context of the original problem.
- (y) Translate word problems.
- (z) Solve word problems.
- (aa) Recognize and solve problems that can be modeled using a linear equation in one variable, such as time/rate/distance problems, percentage increase or decrease problems, and ratio and proportion problems.
- (bb) Solve literal equations for a specified variable.
- (cc) Solve linear inequalities in one variable and graph the solution set on a number line.
- (dd) Identify the intercepts of a linear equation.
- (ee) Match given linear equations to their graphs, tables, or ordered pairs.
- (ff) Understand the relationship between the coefficients of a linear equation and the slope and x- and y-intercepts of its graph.
- (gg) Use the families of linear functions to solve problems.
- (hh) Simplify an expression with integer exponents.
- (ii) Use scientific notation.
- (jj) Determine the relative position on the number line of numbers and the relative magnitude of numbers expressed in fractional form, in decimal form, as roots or in scientific notation.
- (kk) Compare numbers and make sense of their magnitude.
- (ll) Add, subtract, multiply, and divide polynomials; divide by monomials and binomials.
- (mm) Simplify radical expressions.
- (nn) Add, subtract, or multiply square roots of monomials.
- (oo) Factor polynomial expressions.
- (pp) Manipulate simple expressions.

- ~~(qq) Solve quadratic equations in one variable by factoring.~~
- ~~(rr) Simplify rational expressions.~~
- ~~(ss) Translate fluently between lines in the coordinate plane and their equations.~~
- ~~(tt) Solve systems of equations.~~

Rulemaking Authority 1008.30(3) FS. Law Implemented 1008.30 FS. History—New 4-30-12.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Repeal of Rule 6A-10.0319, Developmental Education Competencies

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02(1), Florida Statutes

EXECUTIVE SUMMARY

The rulemaking authority for this rule was repealed and therefore this rule must be repealed.

Supporting Documentation Included: Rule 6A-10.0319

Facilitator: Chancellor Madeline Pumariega, Florida College System

6A-10.0319 Developmental Education Competencies.

Rulemaking Authority 1008.30(4)(a) FS. Law Implemented 1008.30(4)(a) FS. History--New 5-27-12, Repealed

6A-10.0319 Developmental Education Competencies.

A student who does not meet the standard scores on an approved assessment in accordance with the provisions of Rule 6A-10.0315, F.A.C., must demonstrate successful mastery of the required developmental education competencies listed below before the student is considered to have met basic computation and communication skills requirements.

(1) Reading.

(a) Evaluate the author's use of facts and opinions.

(b) Analyze the author's primary purpose.

(c) Identify the topic and stated/implied main idea in a multi-paragraph selection in print and online.

(d) Use contextual clues and structural analysis to clarify meanings and broaden academic vocabulary.

(e) Identify and use contextual clues to determine the meaning of words in multiple sentences.

(f) Identify specific information in a multi-paragraph selection.

(g) Distinguish between major and minor details in a multi-paragraph selection.

(h) Identify relationships between and/or within sentences.

(i) Determine the primary and secondary patterns of organization for a paragraph and multi-paragraph selection.

(j) Identify the transition words that are associated with each pattern.

(k) Analyze the author's tone and support with examples, including denotative, connotative meaning, and figurative language.

(l) Detect bias.

(m) Synthesize the information in a text in order to make inferences and draw logical conclusions.

(n) Analyze the details to infer what the author is implying and draw logical conclusions in a paragraph and multi-paragraph selection.

(o) Determine whether an argument is logical, relevant, and adequate based on the evidence provided in a passage.

(2) Writing.

(a) Use prewriting, drafting, revision, and editing techniques.

- (b) Use syntax appropriate to standard written English.
- (c) When writing, use complete sentences.
- (d) Sustain focus on a specific topic or argument.
- (e) Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
- (f) Support and illustrate arguments and explanations with relevant details, and examples.
- (g) Create a logical progression of ideas or events, and convey the relationships among them.
- (h) Establish a thesis that addresses the specific task and audience.
- (i) Develop and maintain a style and tone appropriate to the task, purpose, and audience.
- (j) Choose words and phrases to express ideas precisely and concisely.
- (k) Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
- (l) Use varied sentence structures to achieve cohesion between sentences.
- (m) When writing to inform or explain, students must convey information clearly and coherently.
- (n) When writing to inform or explain, students must demonstrate understanding of content by reporting facts accurately.
- (o) Accurately incorporate source material into one's own work while avoiding plagiarism.
- (p) When writing arguments, students must establish a substantive claim.
- (q) When writing arguments, students must link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
- (r) When writing arguments, students must acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.
- (s) Gather the information needed to build an argument, provide an explanation, or address a research question.
- (t) Recognize effective transitional devices within the context of a passage.
- (u) Recognize commonly confused or misused words or phrases.
- (v) Place modifiers correctly.
- (w) Use coordination and subordination effectively.
- (x) Recognize parallel structure.
- (y) Avoid inappropriate shifts in verb tense.

- ~~(z) Maintain agreement between pronoun and antecedent.~~
- ~~(aa) Avoid inappropriate pronoun shifts.~~
- ~~(bb) Maintain clear pronoun references.~~
- ~~(cc) Use proper case forms.~~
- ~~(dd) Use adjectives and adverbs correctly.~~
- ~~(ee) Use appropriate degree forms.~~
- ~~(ff) Avoid fragments, comma splices, and fused sentences.~~
- ~~(gg) Use standard verb forms.~~
- ~~(hh) Maintain agreement between subject and verb.~~
- ~~(ii) Use standard spelling.~~
- ~~(jj) Use standard punctuation.~~
- ~~(kk) Use standard capitalization.~~
- ~~(ll) Use technology as a tool to produce, edit, and distribute writing.~~
- ~~(3) Mathematics.~~
- ~~(a) Classify sets of numbers.~~
- ~~(b) Identify and apply the properties of real numbers.~~
- ~~(c) Write the prime factorization of a number.~~
- ~~(d) Perform operations with integers (with applications).~~
- ~~(e) Perform operations with fractions (with applications).~~
- ~~(f) Perform operations with decimals (with applications).~~
- ~~(g) Convert among percents, fractions, and decimals.~~
- ~~(h) Solve percent equations with applications.~~
- ~~(i) Evaluate absolute value expressions.~~
- ~~(j) Identify place value and round decimals.~~
- ~~(k) Identify place value and round whole numbers.~~
- ~~(l) Simplify fractions.~~
- ~~(m) Perform operations on whole numbers (with applications, including area and perimeter).~~
- ~~(n) Solve formulas with given values.~~

- (o) Set up and solve ratios and proportions with simple algebraic expressions.
- (p) Define variables and write an expression to represent a quantity in a problem.
- (q) Evaluate algebraic expressions (e.g., find value of $3x$ when $x=2$).
- (r) Simplify algebraic expressions involving one variable ($2x + 5x$).
- (s) Perform order of operations including absolute values.
- (t) Graph an inequality on a number line.
- (u) Evaluate exponents with integers.
- (v) Evaluate exponents with whole numbers.
- (w) Compare magnitude of real numbers.
- (x) Solve multi-step problems involving fractions and percentages (include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay).
- (y) Recognize proportional relationships and solve problems involving rates and ratios. Apply the order of operations to evaluate algebraic expressions, including those with parentheses and exponents.
- (z) Solve application problems involving geometry (Pythagorean Theorem).
- (aa) Solve application problems involving geometry (perimeter and area with algebraic expressions).
- (bb) Convert units of measurement within the same and across measurement systems.
- (cc) Identify the slope of a line (from slope formula, graph, and equation).
- (dd) Solve literal equations for a given variable with applications (geometry, motion [$d=rt$], simple interest [$i=prt$]).
- (ee) Solve linear inequalities in one variable and graph the solution set on a number line.
- (ff) Graph linear equations using table of values, intercepts, slope intercept form.
- (gg) Solve linear equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.
- (hh) Simplify an expression with integer exponents.
- (ii) Convert between scientific notation and standard notation.
- (jj) Identify the intercepts of a linear equation.

~~(kk) Add, subtract, multiply, and divide polynomials. Division by monomials only (Does not include division by binomials).~~

~~(ll) Simplify radical expressions – square roots only.~~

~~(mm) Add, subtract and multiply square roots of monomials.~~

~~(nn) Factor polynomial expressions (GCF, grouping, trinomials, difference of squares).~~

~~(oo) Solve quadratic equations in one variable by factoring.~~

~~(pp) Rationalize the denominator (monomials only).~~

~~(qq) Simplify, multiply, and divide rational expressions.~~

~~(rr) Add and subtract rational expressions with monomial denominators.~~

Rulemaking Authority 1008.30(4)(a) FS. Law Implemented 1008.30(4)(a) FS. History—New 5-27-12.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-10.041, Substitution for Requirements for Eligible Students with Disabilities at Florida Colleges and Postsecondary Career Centers

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1007.264, 1007.265, Florida Statutes

EXECUTIVE SUMMARY

This rule requires each board of trustees within the Florida College System and each district school board which operates a postsecondary career center to develop and implement policies and procedures for providing reasonable substitution for eligible students as required by Sections 1007.264 and 1007.265, F.S.

Outdated language has been changed to reflect current references and inclusion and definition of "intellectual disability" as an eligible disability for consideration of course substitution as required by Sections 1007.264 and 1007.265, F.S.

Supporting Documentation Included: Proposed Rule 6A-10.041 and Course Substitution Report, Form CSR-01

Facilitator: Chancellor Madeline Pumariega, Florida College System

6A-10.041 Substitution for Requirements for Eligible ~~Disabled~~ Students with Disabilities at Florida Colleges and Postsecondary Career Centers.

(1) through (b) No change.

(c) Specific Learning Disability. A disorder in one or more of the basic psychological or neurological processes involved in understanding or in using spoken or written language. Disorders may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, developmental aphasia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. ~~Such disorders do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.~~

(d) through (h) No change.

(i) Intellectual Disability. A disorder significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to eighteen (18) years of age.

(j) ~~(h)~~ Other Health Impairment. Any disability not identified in paragraphs (1)(a) through (i) ~~(h)~~ of this rule, where due to the identified disability, completion of this requirement is deemed impossible by a disability professional except those students who have been documented as having an intellectual disability, deemed by a disability professional to make completion of the requirement impossible.

(2) through (5) No change.

(6) Each Florida college and postsecondary career center operated by a school district shall maintain and report records on the number of students granted substitutions by type of disability, the substitutions provided, the substitutions identified as available for each documented disability and the number of requests for substitutions which were denied. Each college within The Florida College System shall report such information to the Department of Education, Division of Florida Colleges once a year by July 1. The Course Substitution Report, Form CSR-01, (<http://www.flrules.org/Gateway/reference.asp?No=Ref-06771>) is incorporated by reference herein ~~to become~~ effective June 2016 ~~October 25, 2010~~, can be obtained at <http://fldoe.org/core/fileparse.php/3/urlt/coursesubstitutiontemplate.pdf> <http://www.fldoe.org/cc/educators/Disability/dss.asp>.

Rulemaking Authority 1007.264, 1007.265 FS. Law Implemented 1007.264, 1007.265 FS. History—New 4-13-87, Amended 12-18-05, 10-25-10.

Course Substitution Report, Form CSR-01

Please list the number of students who received course substitutions as well as the required course(s), substitution(s) provided, and discipline area (i.e., mathematics) by disability type beginning with the fall semester of the preceding academic year.

Disability	Number of students	Required Course(s)	Substituted Course(s)	Discipline Area
Deaf/Hard of Hearing				
Visual Impairment				
Specific Learning Disability				
Orthopedic Impairment				
Speech/Language Impairment				
Emotional or Behavioral Disability				
Autism Spectrum Disorder				
Traumatic Brain Injury				
Intellectual Disability				
Other Health Impairment				

How many requests for course substitutions were requested and how many substitutions were granted during the preceding academic year? (Please list the number of requests per semester starting with the fall semester.)

Semester	Number of substitutions requested	Number of substitutions granted
Fall		
Spring		
Summer		

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-14.024, Composition of Boards of Trustees

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(1), 1001.61(1), Florida Statutes

EXECUTIVE SUMMARY

This amendment implements the changes enacted by ch. 2015-19 L.O.F. The membership requirements for the Florida College System institution boards of trustees are amended to reflect the current membership framework outlined in s. 1001.61, F.S.

Supporting Documentation Included: Proposed Rule 6A-14.024

Facilitator: Chancellor Madeline Pumariega, Florida College System

6A-14.024 Composition of Boards of Trustees.

(1) The number of trustees on Florida College System institution ~~community college~~ boards of trustees shall be:

(a) One (1) county district boards – five (5) or seven (7) trustees as decided by the board.

(b) Two (2) or more county district boards – no less than five (5) and no more than nine (9) members. ~~five (5) trustees from the county of location and four (4) from the cooperating county. However, if the county of location has more than five (5) times the population of the cooperating county as determined by the U.S. Census, there shall be three (3) trustees from the cooperating county.~~

(c) ~~Three (3) and four (4) county district boards — three (3) trustees from the county of location and two (2) from each cooperating county.~~

(d) ~~Five (5) county district boards — three (3) trustees from the county of location, two (2) from each of the two (2) more populous cooperating counties, and one (1) from each of the two (2) less populous cooperating counties.~~

(e) ~~Six (6) county district boards — three (3) trustees from the county of location, two (2) from the most populous cooperating county, and one (1) from each of the remaining counties.~~

(2) ~~Population shall be determined by the most recent population estimates published by the Legislative Office of Economic and Demographic Research.~~

(3) ~~Notwithstanding (1), the number of trustees for the boards of trustees of the following community colleges shall be:~~

(a) ~~South Florida Community College — four trustees from Highlands County, two trustees from Hardee County, and two from DeSoto County.~~

(b) ~~Gulf Coast Community College — five trustees from Bay County, three trustees from Gulf County, and one trustee from Franklin County.~~

(c) ~~Edison Community College — three trustees from Lee County, two trustees from Charlotte County, two trustees from Collier County, one trustee from Glades County, and one trustee from Hendry County.~~

(4) Trustees shall be appointed for terms of four (4) years and may be reappointed. Terms shall expire on May 31 of the year of expiration, or as soon thereafter as the successors shall be qualified to serve. Trustees shall reside in the college's designated counties pursuant to s. 1000.21(3), F.S. ~~Residential address shall determine a trustee's county of origin.~~

(5) ~~In the event of a violation of this rule, adjustments shall be made immediately, except that the number of~~

~~trustees from a county shall not be reduced until terms expire or resignations are tendered.~~

~~(6) When changes in board composition are required by law or by this rule the Governor shall stagger the length of terms of the board positions next in line for appointment in such a manner as to provide for future position expiration dates as equal in number as possible in each succeeding year for each county. In such cases, where eight or more trustee positions will exist in any college, then at least two terms will expire each year. Where less than eight trustee positions will exist, then at least one but not more than two trustee positions will expire each year.~~

(3) ~~(7) Florida College System institutions~~ Community colleges shall annually report to the Chancellor the composition of their boards of trustees immediately following the board organization meeting required under s. 1001.61(4), F.S., including the name, residential address (with county), e-mail address, home and business telephone numbers, and end of term.

Rulemaking Authority 1001.02(1), ~~(9)~~, 1001.61(1) FS. Law Implemented 1001.61(1), F.S. Chapters 84-336, 44 Laws of Florida. History—New 12-19-74, Formerly 6A-8.06, Amended 12-26-77, 7-26-84, 11-5-85, Formerly 6A-14.24, Amended 12-6-90, 7-20-04.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-14.030, Instruction and Awards in Florida College System Institutions

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(1), (6)(c), (d), Florida Statutes

EXECUTIVE SUMMARY

This proposed rule corrects standard credit hour and clock hour length information citations and updates the rule to reflect the current location of the standard credit hour and clock hour length information.

Supporting Documentation Included: Proposed Rule 6A-14.030

Facilitator: Chancellor Madeline Pumariega, Florida College System

6A-14.030 Instruction and Awards in Florida College System Institutions.

Florida College System institutions are authorized to provide instruction and to confer degrees, certificates, and diplomas only as prescribed herein. Any Florida College System institution degree program, certificate, or diploma program shall be offered at the standard credit hour length, established and approved by the State Board of Education. The courses within the programs identified in the subsections below shall be submitted to the Division of Accountability, Research, and Measurement in the Department of Education.

(1) through (2) No change.

(3) Associate in science degree. Each Florida College System institution is authorized to provide programs of career and technical instruction consisting of lower division college credit courses as defined in subparagraph 6A-10.033(1)(a)~~1, 2~~, F.A.C., to prepare for entry into employment. The associate in science degree is a transfer degree and a basis for admission to a related bachelor's degree. The associate in science degree shall be awarded upon satisfactory completion of a planned program of instruction comprised of the standard credit hour length established, after demonstration of the attainment of predetermined and specified performance requirements. The standard credit hour length of all associate in science degree programs as defined in Rule 6A-6.0571, F.A.C. ~~shall be maintained according to the Department of Education publication 2012-2013—AS/AAS/CCC/ATD Program Length Document (<http://www.flrules.org/Gateway/reference.asp?No-Ref-02357>)~~ available ~~at~~ <http://www.fldoe.org/workforce/dwdframe/> ~~which is hereby incorporated herein by reference. Copies may be obtained through the Division of Florida Colleges, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.~~ The associate in science degree must include a minimum of fifteen (15) college credits of general education coursework.

(4) Associate in applied science degree. Each Florida College System institution is authorized to provide programs of career and technical instruction consisting of lower division college credit courses as defined in subparagraph 6A-10.033(1)(a)1., F.A.C., to prepare for entry into employment. The associate in applied science degree shall be awarded upon satisfactory completion of a planned program of instruction comprised of the standard credit hour length established, after demonstration of the attainment of predetermined and specified performance requirements. The standard credit hour length of all associate in applied science degree programs as defined in Rule 6A-6.0571, F.A.C. ~~shall be maintained according to the Department of Education publication 2012-2013—AS/AAS/CCC/ATD Program Length Document available at <http://www.fldoe.org/workforce/dwdframe/>.~~ The

associate in applied science degree must include a minimum of fifteen (15) college credits of general education coursework.

(5) A Technical Certificate (College Credit Certificate). Each Florida College System institution is authorized to provide programs of career and technical instruction consisting of less than sixty (60) college credits as defined in paragraph 6A-10.033(1)(a), F.A.C., which are part of an associate in science degree or an associate in applied science degree program and prepare students for entry into employment. The standard credit hour length of all technical certificate programs as defined in Rule 6A-6.0571, F.A.C. ~~shall be maintained according to the Department of Education publication 2012-2013—AS/AAS/CCC/ATD Program Length Document available at <http://www.fldoe.org/workforce/dwdframe/>.~~

(6) An Applied Technology Diploma. Each Florida College System institution is authorized to provide programs of career and technical instruction that are part of an associate in science degree or an associate in applied science degree, that are less than sixty (60) credit hours, and leads to employment in a specific occupation. An applied technology diploma program may consist of either clock hours or college credit as defined in paragraphs 6A-10.033(1)(a), (b), F.A.C. The standard credit hour length of all applied technology diploma programs as defined in Rule 6A-6.0571, F.A.C. ~~shall be maintained according to the Department of Education publication 2012-2013—AS/AAS/CCC/ATD Program Length Document available at <http://www.fldoe.org/workforce/dwdframe/>.~~

(7) through (8) No change.

(9) Career and Technical Certificate. Each Florida College System institution is authorized to provide programs of career and technical instruction consisting of clock hour courses as defined in paragraph 6A-10.033(1)(b), F.A.C., to prepare for entry into employment. Upon satisfactory completion of a planned program of instruction, after the demonstration of the attainment of predetermined and specified performance requirements, the career and technical certificate shall be awarded. The standard clock hour length of all career and technical certificate programs as defined in Rule 6A-6.0571, F.A.C. ~~shall be maintained according to the Department of Education publication 2012-2013 PSAV Program Length Document (<http://www.flrules.org/Gateway/reference.asp?No=Ref-02357>) available at <http://www.fldoe.org/workforce/dwdframe/> which is hereby incorporated herein by reference in this rule. Copies may be obtained through the Division of Florida Colleges, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.~~

(10) through (16) No change.

Rulemaking Authority 1001.02(1), (6)(c), (d), 1001.03(12), 1004.91, 1004.93, ~~1008.44~~ FS. Law Implemented 1001.02, 1001.03(12), 1004.02, 1004.91, 1004.93,~~1008.44~~ FS. History—12-19-74, Formerly 6A-8.50, Amended 8-27-84, 8-29-85, Formerly 6A-14.30, Amended 5-14-91, 11-10-92, 5-2-95, 2-13-96, 12-30-99, 5-3-01, 7-20-04, 6-20-07, 3-25-13.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-14.0301, Withdrawal and Forgiveness

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02(1), (6), Florida Statutes

EXECUTIVE SUMMARY

The proposed rule identifies the materials to include in the student handbook about withdrawals and forgiveness. The rule adds clarifying language on student withdrawal and forgiveness information.

Supporting Documentation Included: Proposed Rule 6A-14.0301

Facilitator: Chancellor Madeline Pumariega, Florida College System

6A-14.0301 Withdrawal and Forgiveness.

Florida College System institutions ~~Community colleges~~ shall adhere to the following procedures relating to student withdrawal from courses and to conditions under which forgiveness for grades earned will be granted to the student.

(1) Withdrawal.

(a) The student may withdraw without academic penalty from any course by the mid-point in the semester. Midpoint shall be defined as the point after which midterm assessments are completed, not to exceed 70% percent of the term. Withdrawals after that date would be granted only through established institutional procedures. Procedures shall be published in the catalog or student handbook.

(b) No change.

(2) Forgiveness. Each college shall publish, in the catalog or student handbook, a statement which:

(a) Limits forgiveness to courses where D and F grades were earned.

(b) Limits to two (2) the number of times a course grade may be forgiven.

(c) Advises students that upon the third attempt per course, the student will receive a grade for that course.

(d) ~~(e)~~ Advises students regarding the potential impact of forgiven courses in the computation of a student's grade point average in transferring to other institutions, either public or private, and the need to consider the impact of retaking a course on their specific financial aid package.

(e) ~~(d)~~ Courses may be repeated if they are designated as repeatable, such as choir, music, or journalism or are individualized courses of study; or if they are required to be repeated by a regulatory agency; or are being repeated as part of a regulatory requirement for continuing education to stay current in a field, such as teacher certification.

(3) through (4) No change.

(5) Audit enrollments shall not count as attempts unless such enrollment is declared after the end of the drop/add period. Students required to enroll in developmental education ~~College preparatory students, who are required to be certified as completing competency-based college preparatory instruction,~~ shall not be enrolled as audits.

(6) Exceptions to the above provisions may be granted through an academic appeals process in accordance with the policies of the local board of trustees. The academic appeals process shall be published in the catalog or student handbook.

~~(7) Effective date. These procedures shall be implemented by the community college no later than the Fall 1997~~

~~academic term.~~

Rulemaking Authority 1001.02(1), (6) ~~(9)~~ FS. Law Implemented 1001.02~~(9)~~ FS. History--New 8-13-96, Amended 8-17-98, 1-23-00, 7-20-04.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-14.054, Student Fees

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(1), 1001.64(4)(b), 1009.23, Florida Statutes

EXECUTIVE SUMMARY

The proposed rule makes changes to student fees established by the college's board of trustees so that the rule is consistent with current statutes. The amended rule will implement the changes enacted in section 1009.23, F.S.

Supporting Documentation Included: Proposed Rule 6A-14.054

Facilitator: Chancellor Madeline Pumariega, Florida College System

6A-14.054 Student Fees.

Each board of trustees shall establish, publish, collect, and budget student fees, and shall establish dates for paying fees. The dates shall be no not later than the last day of the drop and add periods established by the boards.

(1) The percentage of the cost of education to be paid by students shall be computed annually from the Florida College System Community College Program Fund by the Division of Florida Community Colleges, on behalf of the State Board of Education, for three (3) categories of instructional classifications: advanced and professional, postsecondary vocational, and college preparatory. The cost of each category shall be calculated by applying the percentage factors from the most recent annual cost analysis of the general current fund to the Florida College System Community College Program Fund of the prior year.

(2) through (5) No change.

~~(6) Each board of trustees may establish user fees in addition to tuition fees for services that incur unusual costs. Such user fees shall not exceed the cost of the goods or services provided and shall only be charged to students or agencies receiving those goods or services.~~

(6) ~~(7)~~ Each board of trustees shall have the authority to negotiate tuition fees for courses and programs contracted by external agencies and companies which vary from the tuition fee provided for in this rule. Such negotiated fees may exceed the full cost of instruction. The courses and programs of instruction funded from these negotiated fees shall not be reported for state funding purposes.

(7) ~~(8)~~ Veterans and other eligible students under Section 1009.27(2) ~~1001.27(2)~~, F.S., shall receive, upon request, one (1) deferment per academic year for the payment of registration fees. Upon request, such persons shall receive an additional deferment each time there is a delay in receipt of such benefits. Such deferments shall be for sixty (60) days, except they shall not extend beyond the end of the term.

(8) ~~(9)~~ When institutional, state, or federal financial aid other than veterans' benefits is delayed in being transmitted to students through circumstances beyond their control, registration fees may be deferred up to sixty (60) days, but not beyond the end of the term, unless the institutions, state, or federal rules or regulations require additional time, events, or documentation that cannot be completed within the prescribed sixty (60) day period. Failure to make timely application for such aid shall not be a reason for granting deferral. The deferment shall be in accordance with rules adopted by the board of trustees setting forth the conditions under which the deferment shall be granted. A list of persons for whom fees are deferred and the amount of fees deferred shall be maintained.

(9) ~~(10)~~ When Florida Prepaid College Program benefits are delayed in being paid from the program to the Florida College System institution ~~community college~~ through circumstances beyond the control of the student, registration fees covered by the benefits shall be deferred until the benefits are paid. The Florida College System institution ~~community college~~ shall notify the Division of Florida ~~Community~~ Colleges if the benefits are not paid on a timely basis.

(10) ~~(11)~~ When the college has a written promise of payment from business, industry, government unit, nonprofit organization, or civic organization, fees may be deferred as determined by the board of trustees.

(11) ~~(12)~~ Registration fees are defined as tuition, out-of-state, student financial aid, activity and service, capital improvement, laboratory, and all other fees collected during the registration process.

(12) ~~(13)~~ When registration fees are waived by a board of trustees, a list of persons for whom fees are waived, documentation supporting the waivers, and the amount of fees waived shall be maintained.

Rulemaking Authority 1001.02(1), ~~(9)~~, 1001.64(4)(b), 1009.23(4), ~~1009.27~~ FS. Law Implemented 1001.02(9), 1001.64, ~~1004.93, 1007.271~~, 1009.23, 1009.27 FS. History—New 12-19-74, Formerly 6A-8.611, Amended 4-8-75, 9-8-76, 1-10-77, 12-26-77, 9-6-78, 4-10-79, 7-2-79, 3-30-81, 7-16-81, 11-12-81, 8-16-82, 3-17-83, 12-20-83, 12-19-84, 5-14-85, 9-10-85, Formerly 6A-14.54, Amended 6-1-86, 11-13-86, 11-24-87, 9-14-88, 11-12-90, 7-1-92, 2-18-93, 2-16-94, 3-21-95, 3-20-96, 11-13-96, 7-20-04.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to Rule 6A-14.0716, Florida College System Institution Budgets

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.02(1), Florida Statutes

EXECUTIVE SUMMARY

The proposed rule changes the State college budget review process for the Chancellor by implementing the changes enacted in Section 1011.01, F.S.

Supporting Documentation Included: Proposed Rule 6A-14.0716

Facilitator: Chancellor Madeline Pumariega, Florida College System

6A-14.0716 Florida College System Institution ~~Community College~~ Budgets.

Each fiscal year, each Florida College System institution ~~community college~~ shall prepare a budget in such form as prescribed by the State Board of Education for the Current Unrestricted Fund. ~~A copy~~ Two copies of the budget approved by the board of trustees shall be submitted to the Chancellor, as designee of the Commissioner of Education, by June 30 or on a later date established by the Chancellor. The original or facsimile signature of the president ~~on both copies~~ shall certify board approval.

(1) The Chancellor, as designee of the Commissioner of Education, shall ~~review~~ approve the operating budget for each Florida College System institution ~~community college~~ after an examination for completeness, correctness, conformity with law and State Board of Education rules, and preparation according to accepted accounting standards. Anticipated budgeted revenues shall be reasonable and transfers from general current funds shall not handicap current operations. A contingency reserve is authorized in the general current fund.

(2) No change.

(3) Boards of trustees are authorized to amend budgets. Amended budgets are required to be in compliance with laws, rules and accepted educational accounting standards. Boards of trustees may, by rule, delegate authority for approval of budget amendments except as provided in subparagraphs (3)(b)1. and 2., of this rule.

(a) Budget amendments approved pursuant to the authority granted in this subsection may reallocate funds between organizational units of a fund and between general ledger object and class codes.

(b) The following budget amendments require ~~review~~ approval by the Chancellor:

1. through (d) No change.

(4) Each fiscal year, as a part of the official budget, each Florida College System institution ~~community college~~ board of trustees shall adopt a capital outlay budget for the capital outlay needs of the college for the entire fiscal year. This budget shall designate the proposed capital outlay expenditures by project for the year from all fund sources. Separate project accounts shall be kept in the Unexpended Plant Fund for all capital outlay projects.

Rulemaking Authority 1001.02(1), ~~(9)~~, 1010.01, 1010.02, 1011.01, 1011.30 FS. Law Implemented 1010.01, 1010.02, 1011.01, 1011.30, 1011.84, 1013.61 FS. History—New 9-30-96, Amended 7-20-04, 6-20-07.

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Critical Teacher Shortage Areas for 2016-17

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1012.07, Florida Statutes, and Rule 6A-20.0131(2), F.A.C.

EXECUTIVE SUMMARY

Florida Statutes require the State Board of Education to approve areas of critical teacher shortage. State Board Rule requires the Commissioner to recommend specific projected public school teacher shortage areas for the next academic year. This report identifies which certification areas are facing an unmet need of certified teachers using current data on teacher supply and demand.

Each fall the Department of Education surveys school districts to determine the number of teaching positions filled that fall, the number of vacancies, and the number of courses being taught by inappropriately certified teachers. In addition, teacher preparation programs provide the number of new completers and their certification area. The survey results and information from teacher preparation programs provide three indicators of certification areas currently facing critical shortages. The Department ranks each indicator and then averages them across three types of shortage data to provide a final ranking.

Based on these indicators, the Commissioner recommends that the State Board approve the identification of the following fields as critical shortage areas for 2016-2017:

- Science-General
- Science-Physical
- English
- Mathematics
- English to Speakers of Other Languages (ESOL)
- Reading
- Exceptional Student Education (ESE)

Supporting Documentation Included: Critical Teacher Shortage Areas for 2016-17 and Rule 6A-20.0131, Critical Teacher Shortages

Facilitator: Juan Copa, Deputy Commissioner, Division of Accountability, Research, and Measurement



Identification of Critical Teacher Shortage Areas

Recommended Critical Teacher Shortage Areas

This report identifies which certification areas represent the greatest need among teachers statewide. Using the information provided below, the recommended critical teacher shortage areas for the 2016-17 school year are as follows:

- Science-General
- Science-Physical
- English
- Mathematics
- English to Speakers of Other Languages (ESOL)
- Reading
- Exceptional Student Education (ESE)

The shortage areas above represent certification areas where substantial proportions of teachers who are not certified in the appropriate field are being hired to teach such courses, where significant vacancies exist and where postsecondary institutions do not produce enough graduates to meet the needs of Florida's K-12 student population. This information can be used to determine the current and projected needs of classroom teachers for specific subject areas in the upcoming school year. The process used to determine these critical teacher shortage areas is presented below.

Background

Section 1012.07, F.S., requires the State Board of Education to annually identify critical teacher shortage areas based on the recommendations of the Commissioner of Education. This statute is accompanied by SBE Rule 6A-20.0131, Florida Administrative Code, which specifies that the list of shortage areas identify high-need content areas and high-priority location areas using the following information:

1. The number and percentage of positions in each discipline filled by teachers not certified in the appropriate field;
2. The annual supply of graduates of state-approved Florida teacher education programs for each discipline;
3. The number and percentage of vacant positions in each teaching discipline; and
4. Critical teacher shortage areas which may be identified pursuant to rules adopted by district school boards. These areas shall be identified based on consideration of at least the information specified in items 1 through 3 above and submitted to the Department no later than June 1st of each year.

Additionally, sections 1012.22(1)(c)4.b., F.S., and 1012.22(1)(c)5.c.I., F.S., include provisions requiring local school districts to incorporate critical teacher shortage areas into both their grandfathered and performance salary schedules.



Determining Shortage Areas

The critical teacher shortage areas for 2016-17 were determined using information provided in Exhibits 3 through 5 below. The Department used the information in each of the exhibits to create rankings for each measure in Exhibit 1.¹ Rankings were then averaged across all measures to produce the final rankings.

In Exhibit 1 below, the shaded and bolded subject fields indicate the recommended 2016-17 Critical Teacher Shortage areas. The final column in Exhibit 1, "Final Rank," shows that Science-General and Science-Physical tied for first place, with an average rank of 7.33. These two certification areas are followed by English, Mathematics, English to Speakers of Other Languages (ESOL), Reading, and Exceptional Student Education (ESE) as critical teacher shortage areas.

Exhibit 1 – Summary of Critical Teacher Shortage Rankings for 2016-17.

Certification Areas	Rank Based on % of Courses Taught by Teachers Not Certified in the Appropriate Field for the Course (as reported by school districts)	Rank Based on Projected Vacancies (as reported by school districts)	Rank Based on % of Completers (as reported by teacher preparation programs)	Average Rank	Rank	Final Rank
Science-General*	4	7	11	7.33	1	1
Science-Physical*	6	8	8	7.33	1	1
English	1	4	19	8.00	3	3
Mathematics	3	3	18	8.00	3	3
ESOL*	7	14	5	8.67	5	5
Reading*	2	6	20	9.33	6	6
ESE*	5	2	23	10.00	7	7
Science-Biology	9	11	15	11.67	8	N/A
Social Sciences	10	9	21	13.33	9	N/A
Educational Media Specialist	15	23	9	15.67	10	N/A
Computer Science	18	26	3	15.67	10	N/A
Foreign Languages-Other	19	28	1	16.00	12	N/A
Foreign Languages-Spanish	25	17	6	16.00	12	N/A
Pre-K/Primary Education	21	5	22	16.00	12	N/A
Physical Education	24	15	13	17.33	15	N/A
Elementary Education	28	1	24	17.67	16	N/A
Agriculture	17	31	7	18.33	17	N/A
Foreign Languages-French	22	33	1	18.67	18	N/A
Drama	23	30	3	18.67	18	N/A
Art	26	19	12	19.00	20	N/A
Music	27	16	17	20.00	21	N/A

¹ The rankings order the data with 1 being the subject area that shows the most need for additional teachers. For example, when looking at Exhibit 5, the subject area with the fewest program completers would be ranked as number 1, but for Exhibit 4 the subject area with the most vacancies would be ranked as number 1.



Notes: Certification areas that were missing data in one or more of the measures examined were excluded from the exhibit. Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL include both the certification and the endorsement.

Information on Critical Teacher Shortage Areas

Data on teachers currently in the workforce and their areas of certification are presented below to provide context for the recommended critical teacher shortage areas. This information covers the following: certification areas in which the majority of teachers are currently certified; the number of courses taught by teachers who were not appropriately certified for the courses they are teaching; the projected number of teacher vacancies as reported by school districts; and the number of recent completers of state-approved teacher preparation programs in Florida. Additional information is provided on the number of courses being taught by teachers who were not certified in the appropriate field for the courses they were teaching in high-priority locations.² The following exhibits provide information on teacher supply and demand:

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- Exhibit 2 – Number of Teacher Certifications Held by Certification Area during 2014-15
- Exhibit 3 – Number of Courses Taught by Teachers Not Certified in the Appropriate Field, by Certification Area during 2014-15
- Exhibit 4 – Number of Current and Projected Vacancies by Certification Area for 2014-15
- Exhibit 5 – Number of Students Completing Teacher Education Programs during 2013-14
- Exhibit 6 – High-Priority School Locations and Courses Taught by Appropriately Certified Teachers in 2014-15

It is important to note and emphasize that all data are as reported by school districts or teacher preparation programs.

² Section 1012.07, F.S., defines high-priority locations as high-density, low-economic urban schools; low-density, low-economic urban schools; low-density, low-economic rural schools; and schools that earned a grade of "F" or three consecutive grades of "D" pursuant to s. 1008.34, F.S.



Exhibit 2 provides the total number of certifications held by teachers in 2014-15 by certification area, as reported by school districts. If a teacher held multiple certifications, each certification was included. The most common teacher certification area for the 2014-15 school year was Elementary Education, making up 23.30% of all certifications. This was closely followed by ESOL at 20.32%. Shortage areas for 2016-17 are shaded and bolded in the exhibit below. Following Elementary Education and ESOL, the numbers drop off with ESE making up 10.82% of certifications and reading and English making up 6.27% and 4.84% of certifications, respectively. The seven recommended critical teacher shortage areas account for about 48.8% of all certifications (n=193,225). The complete crosswalk of Certification Subject Codes to Certification Areas can be found in Appendix C.

Exhibit 2 – Number of Teacher Certifications Held by Certification Area - Top Areas for 2014-15

Certification Areas	Total Number of Certifications	Percentage of Certifications
Elementary Education	92,242	23.30%
ESOL*	80,418	20.32%
ESE*	42,833	10.82%
Reading*	24,838	6.27%
English	19,151	4.84%
Pre-K/Primary Education	18,753	4.74%
Social Sciences	17,708	4.47%
Mathematics	16,867	4.26%
Gifted	10,909	2.76%
Physical Education	10,399	2.63%
Guidance	6,300	1.59%
Science-General*	6,158	1.56%
Science-Biology	6,123	1.55%
Early Childhood/Preschool	4,875	1.23%
Foreign Languages-Spanish	4,817	1.22%
Music	4,410	1.11%
Business Education	4,198	1.06%
Art	4,028	1.02%
Educational Media Specialist	3,659	0.92%
Health	3,191	0.81%
Science-Physical*	2,960	0.75%
Science-Earth & Space	1,598	0.40%
School Psychologist	1,456	0.37%
School Social Worker	1,355	0.34%
Family And Consumer Sciences	1,346	0.34%
Tech Education	961	0.24%
Foreign Languages-French	915	0.23%
Driver Education	915	0.23%
Drama	790	0.20%
Computer Science	593	0.15%
Agriculture	576	0.15%
Foreign Languages-Other	509	0.13%
Statewide Total	395,851	100.00%



Note: Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL include both the certification and the endorsement.

Districts prefer to hire teachers certified in the appropriate field(s) for the courses they teach when possible to ensure children are taught the Florida Standards at the level of rigor required. Exhibit 3 provides the total number and percentage of courses taught in each certification area statewide, as well as the total number and percentage of courses taught in each certification area by teachers who were not certified in the appropriate field, as reported by school districts for the 2014-15 school year. The difference between the percentage of total courses the certification area represents and the percentage of courses being taught out-of-field the certification area represents is computed. When this number is negative, it indicates the certification area is over-represented among courses taught by teachers not certified in the appropriate field when compared to the proportion of courses requiring the certification area represented overall. This information provides detail on the certification areas that are currently in demand across all school districts based on how frequently courses are being taught by teachers without the required certification relative to those courses' prevalence among course offerings in Florida. English had the highest percentage of courses taught by teachers without the required certification relative to its prevalence among course offerings in Florida.

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Exhibit 3 – Number of Courses Taught by Teachers Not Certified in the Appropriate Field, by Certification Area during 2014-15.

Certification Areas	Total Number of Courses Reported Statewide	Percentage of Total Courses Reported Statewide	Total Number of Courses Taught by Teachers Not Certified in Appropriate Field Reported Statewide	Percentage of Total Courses Taught by Teachers Not Certified in Appropriate Field Reported Statewide	Difference	Rank Based on Difference
English	33,371	6.22%	3,343	12.62%	-6.40%	1
Reading*	11,116	2.07%	1,718	6.48%	-4.41%	2
Math	34,721	6.47%	1,997	7.54%	-1.07%	3
Science-General*	9,615	1.79%	736	2.78%	-0.99%	4
ESE*	41,965	7.82%	2,205	8.32%	-0.50%	5
Science-Physical*	6,350	1.18%	432	1.63%	-0.45%	6
ESOL*	2,483	0.46%	237	0.89%	-0.43%	7
Science-Earth & Space	3,131	0.58%	266	1.00%	-0.42%	8
Science-Biology	7,093	1.32%	421	1.59%	-0.27%	9
Social Sciences	26,390	4.92%	1,360	5.13%	-0.21%	10
Gifted	884	0.16%	100	0.38%	-0.21%	10
Business Education	1,021	0.19%	88	0.33%	-0.14%	12
Family And Consumer Sciences	879	0.16%	73	0.28%	-0.11%	13



Certification Areas	Total Number of Courses Reported Statewide	Percentage of Total Courses Reported Statewide	Total Number of Courses Taught by Teachers Not Certified in Appropriate Field Reported Statewide	Percentage of Total Courses Taught by Teachers Not Certified in Appropriate Field Reported Statewide	Difference	Rank Based on Difference
Health	694	0.13%	62	0.23%	-0.10%	14
Educational Media Specialist	168	0.03%	16	0.06%	-0.03%	15
Tech Education	175	0.03%	15	0.06%	-0.02%	16
Agriculture	390	0.07%	21	0.08%	-0.01%	17
Computer Science	139	0.03%	8	0.03%	0.00%	18
Foreign Languages-Other	912	0.17%	31	0.12%	0.05%	19
Driver Education	275	0.05%	1	0.00%	0.05%	19
Pre-K/Primary Education	1,508	0.28%	37	0.14%	0.14%	21
Foreign Languages-French	1,432	0.27%	21	0.08%	0.19%	22
Drama	2,854	0.53%	67	0.25%	0.28%	23
Physical Education	5,645	1.05%	153	0.58%	0.47%	24
Foreign Languages-Spanish	5,155	0.96%	100	0.38%	0.58%	25
Art	15,689	2.92%	444	1.68%	1.25%	26
Music	22,687	4.23%	580	2.19%	2.04%	27
Elementary Education	299,929	55.89%	11,968	45.16%	10.72%	28
Statewide Total	536,671	100%	26,500	100%		

Note: Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL include both the certification and the endorsement.

Most of the recommended critical teacher shortage areas for 2016-17 are among those with the highest projected vacancies and the highest number of current vacancies for 2014-15 (all but one are within the top 10 vacancies). Exhibit 4 provides the total number of current vacancies for the 2014-15 school year and the total number of projected vacancies for the 2014-15 school year by certification area. This information is typically used to plan recruitment efforts, including The Great Florida Teach-In held annually. This highlights the anticipated subject areas of teacher demand seen across all school districts.

Exhibit 4 – Number of Current and Projected Vacancies by Certification Area

Certification Areas	Current Number of Vacancies Reported for 2014-15	Percentage of Current Vacancies Reported for 2014-15	Projected Number of Vacancies Reported for 2014-15	Percentage of Projected Vacancies Reported for 2014-15	Rank Based on Projected Vacancies Reported
Elementary Education	485	24.05%	1,673	27.68%	1



Certification Areas	Current Number of Vacancies Reported for 2014-15	Percentage of Current Vacancies Reported for 2014-15	Projected Number of Vacancies Reported for 2014-15	Percentage of Projected Vacancies Reported for 2014-15	Rank Based on Projected Vacancies Reported
ESE*	406	20.13%	645	10.67%	2
Mathematics	151	7.49%	421	6.97%	3
English	148	7.34%	362	5.99%	4
Pre-K/Primary Education	95	4.71%	317	5.24%	5
Reading*	88	4.36%	302	5.00%	6
Science-General*	50	2.48%	244	4.04%	7
Science-Physical*	32	1.59%	237	3.92%	8
Social Sciences	62	3.07%	233	3.86%	9
Speech Language Pathologist	73	3.62%	232	3.84%	10
Science-Biology	22	1.09%	188	3.11%	11
Guidance	100	4.96%	170	2.81%	12
Science-Earth & Space	14	0.69%	104	1.72%	13
ESOL*	20	0.99%	100	1.65%	14
Physical Education	28	1.39%	97	1.60%	15
Music	41	2.03%	95	1.57%	16
Foreign Languages-Spanish	25	1.24%	78	1.29%	17
Gifted	30	1.49%	76	1.26%	18
Art	21	1.04%	74	1.22%	19
School Psychologist	13	0.64%	49	0.81%	20
Early Childhood/Preschool	8	0.40%	46	0.76%	21
Tech Education	28	1.39%	45	0.74%	22
Educational Media Specialist	10	0.50%	44	0.73%	23
Business Education	18	0.89%	39	0.65%	24
School Social Worker	11	0.55%	38	0.63%	25
Health	5	0.25%	24	0.40%	26
Computer Science	4	0.20%	24	0.40%	26
Foreign Languages-Other	5	0.25%	21	0.35%	28
Family And Consumer Sciences	7	0.35%	20	0.33%	29
Drama	4	0.20%	19	0.31%	30
Agriculture	4	0.20%	12	0.20%	31
Driver Education	5	0.25%	8	0.13%	32
Foreign Languages-French	4	0.20%	7	0.12%	33
Statewide Total	2,017	100.00%	6,044	100.00%	

Note: Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL include both the certification and the endorsement.



The number of students earning a certification in a particular content area in Florida gives an estimate of the number of new teachers available to fill vacancies in the state. Exhibit 5 presents the most recent information on new completers reported by teacher education programs across Florida.

Exhibit 5 – Number of Students Completing Teacher Education Programs in 2013-14

Certification Areas	Number and Percentage of Completers Reported		Rank Based on Percentage of Completers Reported
	Number	Percentage	
Foreign Languages-Other	1	0.02%	1
Foreign Languages-French	1	0.02%	1
Computer Science	2	0.04%	3
Drama	2	0.04%	3
ESOL*	3	0.06%	5
Foreign Languages-Spanish	10	0.19%	6
Agriculture	16	0.30%	7
Science-Physical*	17	0.32%	8
Educational Media Specialist	20	0.37%	9
Early Childhood/Preschool	20	0.37%	9
Science-General*	34	0.63%	11
Art	38	0.71%	12
Physical Education	56	1.04%	13
School Psychologist	69	1.28%	14
Science-Biology	108	2.01%	15
Guidance	109	2.03%	16
Music	167	3.11%	17
Mathematics	198	3.68%	18
English	206	3.83%	19
Reading*	213	3.96%	20
Social Sciences	239	4.44%	21
Pre-K/Primary Education	341	6.34%	22
ESE*	808	15.03%	23
Elementary Education	2,699	50.20%	24
Statewide Total	5,377	100.00%	

Note: Bolded subject fields indicate 2016-17 Critical Teacher Shortages.

* Science-General includes Science and General Science; Science-Physical includes Chemistry and Physics; Exceptional Student Education (ESE) includes Exceptional Student Education, Speech Correction, Emotionally Handicapped, Hearing Impaired, Mentally Handicapped, Physically Impaired, Specific Learning Disabilities, Speech Language Impaired, Varying Exceptionalities, Visually Impaired, Autism Spectrum Disorders endorsement, Adaptive Physical Education, and Orientation and Mobility endorsement; Reading and ESOL here only include the certification and not the endorsement.



Schools considered persistently low performing and schools serving a high proportion of students who receive free or reduced lunch have a higher proportion of courses taught by teachers that districts report as not being certified in the appropriate field for the courses they are teaching. Schools receiving an informational baseline grade of “F” experience the largest proportion of teachers not certified in the appropriate field for the courses they teach. This information provides the context of high-need schools experiencing higher numbers of courses being taught by teachers that are not certified to teach the subject. The complete list of high priority school locations can be found in Appendix A and Appendix B.

A larger percentage of courses are being taught by teachers not certified in the appropriate field for the courses they teach in the high-priority school locations compared to the statewide total. Exhibit 6 provides information on the number of high-priority school locations and the proportion of courses at those locations being taught by teachers who were not certified in the appropriate field for the courses they teach (out-of-field) and teachers who were certified in the appropriate field for the courses they teach (in-field). The statewide percentage of courses taught by out-of-field teachers for all schools that received an informational baseline grade in 2014-15 is 4.35 percent. Schools that received an informational baseline grade of “F” had the largest percentage of courses being taught out-of-field at 7.98 percent. Schools that had received a combination of “D” or “F” ratings in the past three years have 6.70 percent of courses being taught out-of-field, while 5.38 percent of courses at Urban/Low-Economic Schools and 4.44 percent of courses at rural/low-economic schools are being taught out-of-field. Consistent with Florida Statute we have identified high-priority locations as high-density, low-economic urban schools, low-density, low-economic rural schools, and schools that earned an informational baseline grade of “F” or three consecutive grades of “D” or below. Low-economic schools are those that have 75 percent or more students who qualify for free or reduced price lunch. Urban and rural school distinctions are based on the National Center for Education Statistics (NCES) locale codes which are a measure of geographic status on an urban continuum that ranges from “large city” to “rural” based on the standards used by the Census.

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**Exhibit 6 – High-Priority School Locations and Courses Taught by Appropriately Certified Teachers
Among Schools that Received an Informational Baseline School Grade**

High-Priority School Locations ¹	Number of Schools	Total Number of Courses	Number and Percentage of Courses In-Field		Number and Percentage of Courses Out-of-Field	
			Number	Percentage	Number	Percentage
D Schools ² (3 Consecutive Years)	108	17,888	16,690	93.30%	1,198	6.70%
F Schools (Current Year)	184	24,272	22,336	92.02%	1,936	7.98%
Urban/Low-Economic Schools	253	45,352	42,914	94.62%	2,438	5.38%
Rural/Low-Economic Schools	72	12,900	12,327	95.56%	573	4.44%
Statewide Totals- All Schools	3,219	597,796	571,819	95.65%	25,977	4.35%

¹The list of high-priority school locations can be found in Appendix A and Appendix B attached.

²Per section 1012.07, F.S., in order to be a high-priority location area, a school must have earned three consecutive “D” ratings. For the purposes of this analysis, we have also included schools that earned a “D” for the current year and either a “D” or an “F” for both of the prior two years, considering this situation to be functionally equivalent with the intent of the statute.

6A-20.0131 Critical Teacher Shortages.

(1) On or before January 31 of each year, the Commissioner shall recommend to the State Board for approval the specific teaching areas and high priority locations in which critical teacher shortages are projected for the public schools during the year following the academic year in which approval is made.

(2) In accordance with procedures approved by the Commissioner, a list of critical teacher shortage areas shall be prepared based on consideration of current supply and demand information, vacancy information in each teaching discipline, and emerging educational requirements. In addition, data related to Florida public school instructional personnel shall include but not be limited to:

(a) The number and percentage of positions in each discipline filled by teachers not certified in the appropriate field;

(b) The annual supply of graduates of state approved Florida teacher education programs for each discipline; and,

(c) Critical teacher shortage areas which may be identified pursuant to rules adopted by district school boards. Such areas shall be identified based on consideration of at least the information specified in paragraphs (2)(a) and (b) of this rule and shall be submitted to the Department no later than June 1 of each year.

(3) Based on data submitted annually by each school district, the Commissioner shall rank all public schools in accordance with the criteria provided in Section 1012.07, F.S., and shall select from this ranked list those schools to be identified as high priority locations.

(4) Based on the recommendations of the Commissioner, the State Board shall adopt a list of approved critical teacher shortage areas and high priority locations.

Rulemaking Authority 1001.02(1), 1012.07 FS. Law Implemented 1012.07 FS. History--New 5-24-84, Formerly 6A-7.16, 6A-7.016, Amended 10-18-94, 5-3-01, 4-8-12.

STATE BOARD OF EDUCATION

Consent Item

May 20, 2016

SUBJECT: Approval of Amendment to Rules 6M-8.603, Voluntary Prekindergarten (VPK) Provider Placed on Probation and Required to Apply for Good Cause Exemption; 6M-8.700, Child Performance Standards; and 6M-8.701, Provider on Probation; Voluntary Prekindergarten Education Program Annual Probation Progress Report; Second and Subsequent Year Probation

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1001.213(2), Florida Statutes

EXECUTIVE SUMMARY

The Office of Early Learning (OEL) administers federal and state child care funds and partners with 30 local early learning coalitions to deliver comprehensive early learning services statewide. The office oversees three programs—the School Readiness Program, the Voluntary Prekindergarten (VPK) Education Program, and Child Care Resource and Referral services. OEL is required to submit its proposed rules to the State Board of Education for approval.

The rules implement the accountability requirements of the VPK program. The proposed revisions update the Provider Acknowledgement; shortening and simplifying this part of the process. The form is adopted in Rule 6M-8.700, F.A.C. and referenced in rules 6M-8.603 and 6M-8.701, F.A.C.

Supporting Documentation Included: Proposed Rules 6M-8.603, 6M-8.700, and 6M-8.701; Forms OEL-VPK 05A and OEL-VPK 30

Facilitator: Rodney MacKinnon, Executive Director, Office of Early Learning

6M-8.603 Voluntary Prekindergarten (VPK) Provider ~~Placed~~ on Probation and Required to Apply for a Good Cause Exemption.

Pursuant to Section 1002.69, F.S., the Office of Early Learning, upon request of a private prekindergarten provider or public school that remains on probation for two (2) consecutive years or more and subsequently fails to meet the minimum rate adopted under Section 1002.69(6), F.S., and for good cause shown may grant to the provider or school an exemption from being determined ineligible to deliver the Voluntary Prekindergarten Education Program and receive state funds for the program.

~~(1) Provider on Probation.~~

~~(a) A provider on probation is defined as a VPK provider or public school whose readiness rate is at or below the minimum level established by the Office of Early Learning and incorporated in Rule 6M-8.601, F.A.C.~~

~~(b) A provider on probation remains on probation until it meets the minimum rate adopted by the Office as satisfactory under Section 1002.69(6), F.S., and is subject to all requirements of probationary status.~~

~~(1)(2) Good Cause Exemption Application Requirements.~~ A provider must meet the following criteria to apply for a good cause exemption:

~~(a) The provider must acknowledge on Provider Acknowledgement, Form OEL-VPK 05A (January 2016-Feb-2015), Provider Acknowledgement, being placed on probation in accordance with Rule 6M-8.700, F.A.C. and that the provider will, if it remains on probation for two (2) consecutive years or more and subsequently fail to meet the minimum rate, be required to apply for a good cause exemption. The provider must complete the acknowledgement within twenty one (21) days of posting of the final VPK readiness rates by the Office of Early Learning on the VPK readiness rate website, <http://vpk.fldoe.org>. Form OEL-VPK 05A (Feb. 2015) is incorporated by reference. A copy of the form may be obtained as provided in Rule 6M-8.900, F.A.C. or at <https://www.flrules.org/Gateway/reference.asp?No=Ref-06524> ~~<http://www.flrules.org/Gateway/reference.asp?No=Ref-05183>.~~~~

~~(b) The provider must adhere to all requirements of probation associated with having not met the readiness rate.~~

~~(c) The provider must assess each child enrolled in their program in accordance with paragraph ~~(2)(3)~~(a) of this rule.~~

~~(2)(3)-Criteria for Granting Good Cause Exemptions.~~ Each of the following criteria must be met to be granted a good cause exemption:

(a) Learning Gains. The private prekindergarten provider or public school must demonstrate learning gains meeting the following criteria:

1. Providers must utilize the pre- and post- assessment, the Florida VPK Assessment, approved by the State Board of Education in Rule 6A-1.09433, F.A.C. (March 2015), and administered consistent with the requirements of Rules 6M-8.620 and 6A-1.09433, F.A.C., is incorporated by reference and a copy of the rule may be obtained as provided in Rule 6M-8.900, F.A.C. or at: <http://www.flrules.org/Gateway/reference.asp?No=Ref-05178>. Data submitted for VPK program year 2010-2011 may be an assessment other than referenced here.

2. Data must be provided for the three most recent years of being placed on probation. Assessment results for all program completers who were assessed shall be included.

3. The results of the assessment shall demonstrate substantial and appropriate learning gains by program completers. Learning gains are substantial and appropriate if the ratio of students making learning gains to the total number of students assessed is seventy (70) percent or greater.

(b) Health and Safety Requirements. Pursuant to Section 1002.69(7)(d), F.S., a good cause exemption may not be granted to any private prekindergarten provider that has any Class I violations or two or more Class II violations within the two (2) years preceding the provider's or school's application for the exemption. For purposes of this rule, Class I violations and Class II violations have the same meaning as provided in subsection 65C-22.010(1) (August 2013) and Rule 65C-22.010, F.A.C., is incorporated by reference and a copy of the rule may be obtained as provided in Rule 6M-8.900, F.A.C. or at: <http://www.flrules.org/Gateway/reference.asp?No=Ref-05179>.

(c) Individual Circumstances. Extraordinary or unique circumstances under which the provider should be allowed to continue to deliver the Voluntary Prekindergarten Education Program after remaining on probation for two (2) consecutive years and failing to meet the minimum readiness rate adopted by the Office under Section 1002.69, F.S.

(d) Adherence to the Improvement Plan. Following all steps under Section 1002.67(4)(c), F.S., towards improvement specified in the plan including the use of an Office-approved curriculum or the staff development plan approved by the Office.

~~(3)(4)~~-Application. A provider seeking a good cause exemption shall complete the Office's [VPK Good Cause Exemption Application Form OEL-VPK 30](#)~~VPK-GCE-02~~, ~~January 2016~~ ~~November 2014~~—found at: <https://www.flrules.org/Gateway/reference.asp?No=Ref-06525>

<http://www.flrules.org/Gateway/reference.asp?No=Ref-05177>, which is incorporated by reference herein. The sole method of submitting this form will be through the Office's ~~w~~Web site at: <https://vpk.fldoe.org>. The submission of an application for a good cause exemption must adhere to the following:

(a) The provider may submit additional documentation in support of its application. The Office may request additional documentation for verification of eligibility.

(b) A provider who fails to meet the minimum readiness rate after having been placed on probation for two (2) consecutive years may submit a good cause exemption application after the release of the final VPK readiness rate. Supporting documentation submitted with the application must include a review of adherence to the provider improvement plan, fidelity of implementation of the required curriculum or staff development plan as explained in paragraph ~~(2)(3)~~(d) above. The good cause exemption application and all supporting documentation must be received by the Office no later than fourteen (14) days after the deadline for filing the provider acknowledgment of failing to achieve the minimum readiness rate submitted pursuant to Rule 6M-8.601, F.A.C.

(c) The Office may grant an extension of time for submitting the good cause exemption application or supporting documentation for good cause shown. Good cause includes unavoidable circumstances such as illness or natural disaster, or excusable neglect.

~~(4)(5)~~ Office Review and Recommendation.

(a) Eligibility. The Office shall review each application for a good cause exemption to verify that the provider is eligible to apply. The Office shall deny any application that is submitted by a provider who does not meet the criteria described in paragraphs ~~(1)(2)~~(b) or ~~(1)(2)~~(c) of this rule, without further review.

(b) The Office will review each application for a good cause exemption filed by an eligible provider. The Office may include outside consultants in the review process. The Office may request additional information from providers to supplement provider applications to address deficiencies identified by the Office with respect to demonstrated learning gains, health and safety requirements, extraordinary or unique circumstances or adherence to the provider's improvement plan and may consider additional relevant documentation gathered or received by the Office from any source. The Office shall allow the provider an opportunity to rebut any evidence considered that was not submitted by the provider.

(c) The Office will consider each application individually and shall include in its review:

1. Whether the provider met the criteria described in subsection ~~(1)(2)~~ of this rule;

2. Whether the provider was previously granted a good cause exemption;
 3. The readiness rates of other providers in comparable circumstances, if such information is available and relevant;
 4. Whether the circumstances warrant granting the request for a good cause exemption; and
 5. Whether any conditions should be imposed upon the grant of a good cause exemption.
- (d)1. The Office shall issue a preliminary recommendation and provide a copy of it to the provider.
2. The provider may submit a written response to the Office's preliminary recommendation and report within fourteen (14) days of receipt.
 3. The Office shall consider any timely response and revise the recommendation if appropriate.

~~(5)(6)~~ Final Determination.

(a) The Office will make its final determination regarding each application submitted and notify the applicant and the coalition or school district.

(b) Any provider granted a good cause exemption shall continue to implement its improvement plan ~~and continue the corrective actions~~ required under Section 1002.67(4)(c)2., F.S. Any exemption granted is valid for one (1) year and may be renewed through the same application process.

Rulemaking Authority 1001.213(2), 1002.79, 1002.69(7) FS. Law Implemented 1002.67(4), 1002.69(7) FS. History--New 3-24-11, Amended 5-10-12, Formerly 6A-1.099824, Amended 4-12-15 Amended _____.

6M-8.700 Provider on Probation; Voluntary Prekindergarten Education Program Improvement Plan and Implementation; First Year Probation.

(1) Probation. A provider remains on probation until ~~it~~ ~~they~~ meets the minimum rate adopted by the Office as satisfactory under Section 1002.69(6), F.S. An early learning coalition or school district, as applicable, shall place on first year probation any Voluntary Prekindergarten Education (VPK) provider which fails to meet the minimum kindergarten readiness rate for a program type (school-year or summer) adopted by the Office of Early Learning as satisfactory under Section 1002.69(6), F.S, and require such provider to submit and implement an approved improvement plan designed to improve the provider's kindergarten readiness rate. An improvement plan shall include:

(a) Use of Approved Curriculum or Staff Development Plan. A VPK provider on probation must select either an approved curriculum from the list of approved curricula for providers on probation on the Office's website per Rule 6M-8.604, F.A.C., or a staff development plan available from the Office of Early Learning per Rule 6M-8.605, F.A.C., as a target area in its improvement plan. An early learning coalition or school district, as applicable, shall require a VPK provider on probation to use an approved curriculum or staff development plan in accordance with Section 1002.67(4)(c), F.S. The Office's website is: http://www.floridaearlylearning.com/providers/provider_resources/vpk_curriculum.aspx.

(b) Additional Target Areas. A VPK provider on probation must select a minimum of one of the following additional areas in its improvement plan:

1. Administrative and management practices, including training, educational level, and retention of prekindergarten instructors;
2. Classroom learning environment;
3. Child developmental screenings and assessments;
4. Social-emotional interactions among prekindergarten instructors and students;
5. Students' ability to make age appropriate progress in the development of language and cognitive capabilities and emotional, social, regulatory and moral capacities;
6. Percentage of students attending seventy (70) percent or more of the instructional hours offered by the VPK provider; or
7. Family involvement in the early childhood program.

(c) Strategies for Improvement. A description of strategies for improvement of the provider's VPK program which includes the following and, at the discretion of the provider, any other additional areas:

1. A list of target areas for the VPK provider's improvement identified under paragraphs (1)(a) and (b) and any additional areas a provider deems important to its improvement;

2. A list of specific actions already taken, and proposed to be taken, by the VPK provider for improvement of target areas; and

3. An implementation schedule or timeline for the VPK provider to implement the proposed actions.

(2) Submission and Approval of Improvement Plan.

(a) A VPK provider on probation must submit its improvement plan electronically through the website <https://vpk.fldoe.org/>. The provider must have an approved improvement plan in place for at least 30 days prior to receiving an advance payment and for at least 30 days prior to offering VPK instruction for the program type for which the provider must submit an improvement plan, as applicable. A VPK provider on probation may submit an improvement plan any time after the Office posts the final readiness rates.

(b) An early learning coalition or school district, as applicable, shall approve a VPK provider's improvement plan within 14 days following receipt of the improvement plan if the plan is submitted with a list of target areas and specific actions for improvement as described in this rule.

(c) If the improvement plan does not address the criteria established in paragraphs (1)(a)-(c), the early learning coalition or school district, as applicable, shall disapprove the improvement plan with suggestions for revision. The VPK provider on probation shall submit an amended improvement plan within 14 days following the receipt of notification of disapproval of its improvement plan with suggestions for revision. The early learning coalition or school district, as applicable, shall offer to work with the VPK provider on probation to revise ~~a~~ the initial disapproved improvement plan to address the criteria in paragraphs (1)(a)-(c).

(3) Prior to offering the VPK program, a provider on probation must demonstrate that it is implementing its improvement plan by using an approved curriculum or a staff development plan in accordance with Section 1002.67(4)(c), F.S., including all program materials and professional development elements associated with the approved curriculum or staff development plan, and by submitting the following to the early learning coalition or school district, as applicable:

(a) For use of an approved curriculum:

1. A receipt or invoice demonstrating that the VPK provider has purchased an approved curriculum and has scheduled instructor trainings developed by the curriculum publisher on use of the curriculum; or

2. An acknowledgement that the VPK provider has received the complete approved curriculum through a donation and has scheduled instructor trainings developed by the curriculum publisher on use of the curriculum.

(b) For use of a staff development plan:

1. Copy of Department of Children and Families (DCF) transcripts evidencing successful training completion for VPK staff consistent with the staff development plan in accordance with Section 1002.67(4)(c), F.S.; and

2. An acknowledgement that the VPK provider has implemented its staff development plan.

(4) On Form OEL-VPK 05A (January 2016), [Provider Acknowledgement](#), the provider must acknowledge being placed on probation and that if the provider remains on probation for two (2) consecutive years or more and subsequently fails to meet the minimum readiness rate, the provider will be required to apply for a good cause exemption. The provider must complete the acknowledgement within twenty-one (21) days of the posting of the final VPK readiness rates by the Office of Early Learning on the VPK readiness rate website, <http://vpk.fldoe.org>. Form OEL-VPK 05A (January 2016) is hereby incorporated by reference. A copy of the form may be obtained as provided in Rule 6M-8.900, F.A.C. or at <https://www.flrules.org/Gateway/reference.asp?No=Ref-06524>.

Rulemaking Authority 1001.213, 1002.79 FS. Law Implemented 1002.67(4)(c), 1002.75(3)(a)-(b) FS. History--New 3-26-13, Amended 2-2-15.

6M-8.701 Provider on Probation; Voluntary Prekindergarten Education Program Annual Probation Progress Report; Second and Subsequent Year Probation.

(1) Probation. A provider remains on probation until ~~it~~ ~~they~~ meets the minimum rate adopted by the Office as satisfactory under Section 1002.69(6), F.S. An early learning coalition or school district, as applicable, shall place on second or subsequent year probation any Voluntary Prekindergarten Education (VPK) provider which receives kindergarten readiness rates for the same program type (school-year or summer) which fail to meet the minimum readiness rates adopted by the Office of Early Learning as satisfactory under Section 1002.69(6), F.S., for two or more consecutive years. For the purpose of this rule, consecutive years means years in which a VPK provider receives kindergarten readiness rates for the same program type (school-year or summer).

(2) Second or Subsequent Year Probation Corrective Action. A VPK provider that remains on probation under this rule must submit an annual probation progress report electronically through the website <https://vpk.fldoe.org/>. The annual probation progress report must demonstrate progress toward meeting the specific actions for improvement in the target areas identified in the provider's approved improvement plan. The provider must have an approved probation progress report in place for at least 30 days prior to receiving an advance payment and for at least 30 days prior to offering VPK instruction for the program type for which the provider must submit a probation progress report, as applicable. A VPK provider may submit a probation progress report any time after the Office of Early Learning posts the final readiness rates. The probation progress report shall provide information regarding the provider's progress in implementing its improvement plan approved under Rule 6M-8.700, F.A.C. The second or subsequent year probation progress report shall contain a description of strategies for improvement of the VPK program that includes the following:

(a) A list of target areas for the VPK provider's improvement per Rule 6M-8.700, F.A.C., and any additional areas a provider deems important to its improvement, including specifically;

1. Identification and description of the provider's use of an approved curriculum or a staff development plan in accordance with Section 1002.67(4)(c)2.-3., F.S., including all associated program materials and professional development elements associated with the approved curriculum or staff development plan as described in paragraph 6M-8.700(1)(a) and subsection (4), F.A.C.; and

2. Identification and description of the provider's action steps in the additional target area(s) as described in paragraph 6M-8.700(1)(b), F.A.C.

(b) A list of specific actions the VPK provider will take in the future for improvement of the target areas; and

(c) An implementation schedule or timeline for the VPK provider to implement any proposed actions.

(3) The provider must complete the provider acknowledgement on Form OEL-VPK 05A (January 2016) in accordance with Rule 6M-8.700, F.A.C. A copy of the form may be obtained as provided in Rule 6M-8.900, F.A.C. or at <https://www.flrules.org/Gateway/reference.asp?No=Ref-06524>.

Rulemaking Authority 1001.213, 1002.79 FS. Law Implemented 1002.67(4)(c)2., 1002.75(3)(b) FS. History--New 3-26-13, Amended 2-2-15, _____

Low Performing Provider Year 1
Provider Acknowledgement - [REDACTED] 0% complete

Provider Name: [REDACTED]
County of Program: [REDACTED]
Provider Address: [REDACTED]
Program Year: [REDACTED]
Program Type: [REDACTED]

- VPK providers who fall below the minimum readiness rate shall acknowledge their designation as a low performing VPK provider within 21 days of posting of the Final VPK Readiness Rates.
- Please complete the contact information below for the person who is submitting the Provider Acknowledgement. Then click [Next]

[REDACTED]

- After you have completed the Provider Acknowledgement, click the [Submit] button.
- Once you have submitted your Provider Acknowledgement, you may begin creating your Improvement Plan.

All the fields marked with asterisk (*) are mandatory

* Name (of person submitting the Provider Acknowledgement):
* Position:
* Contact Email Address:

I hereby acknowledge that the center noted above has been identified as a VPK Low Performing Provider based on the 2013-14 VPK Provider Kindergarten Readiness Rates. If I remain on probation for two consecutive years and fail to meet the minimum rate established by the State Board of Education, I intend to apply for a good cause exemption.

[REDACTED]

Provider Readiness Rate Good Cause Exemption Form

Go back Clear Form Save Form Submit

FLORIDA DEPARTMENT OF EDUCATION

VPK PROVIDER KINDERGARTEN READINESS RATE GOOD CAUSE EXEMPTION FORM

Please provide the following information regarding your application for review through the VPK Good Cause Exemption Application Process. Please type responses into the boxes below.

All the fields marked with asterisk (*) are mandatory

VPK Provider Information:

Program Type: [REDACTED]

Provider Type: [REDACTED]

Coalition: [REDACTED]

*Name of Owner/Director/Principal: [REDACTED]

*Title (Position): [REDACTED]

*Name of Provider/School: [REDACTED]

*County of Provider: [REDACTED]

*Mailing Address: [REDACTED]

Program Year: [REDACTED]

*Work Phone Number (xxx-xxx-xxxx): [REDACTED] Extension: [REDACTED]

Cell Phone Number (xxx-xxx-xxxx): [REDACTED]

*E-mail Address: [REDACTED]

*Confirm E-mail Address: [REDACTED]

Type of Good Exemption Form: **New Application**

Please check only one of the following and provide any required supporting documentation

Licensed private provider:

Child care facility Family day care home Large family child care home Private school

Non-licensed private provider:

Faith-based child care (claims exemption under s. 402.316, F.S.)

Faith-based private school (claims exemption under s. 402.3025, F.S., or s. 402.316, F.S.)

Nonreligious private school (claims exemption under s. 402.3025, F.S.)

Public School:

Public school (licensed or uses contractors)

Public school (exempt from licensure under s. 402.3025, F.S.)

Public/Charter school (exempt from licensure under s. 402.3025, F.S.)

Accreditation Information (for non-licensed providers):

Name of Accrediting Agency:

Accrediting agency is a member of:

Commission on International and Trans-Regional Accreditation

Florida Association of Academic Nonpublic Schools

National Council for Private School Accreditation

None of the above (Using Gold Seal: specify Florida Approved Gold Seal Accreditation Program)

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GCE Application -Step 2 of 6

33% complete

Provider Name:	<input type="text"/>	Provider ID:	<input type="text"/>	Number Year LPP:	<input type="text"/>	Type of Good Exemption Form:	<input type="text"/>
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Health and Safety Requirements

In order to continue in the Voluntary Pre-kindergarten Program, your provider center cannot have any Class I violations, or more than one Class II violations in the two years prior to the Good Cause Exemption application deadline.

Number of Class I Violations:

Number of Class II Violations:

[Go back](#) [Next](#)

GCE Application - Step 3 of 6 50% complete

Provider Name: [REDACTED] Provider ID: [REDACTED] Number Year LPP: [REDACTED] Type of Good Exemption Form: [REDACTED]

Compliance with Improvement Plan

Enter narratives which explain how your provider center implemented the agreed upon Improvement Plans for the low performing program years shown below. Your Good Cause Exemption application will be denied if you do not explain how your provider center implemented the Improvement Plans for both program years shown below.

[What's the Best Way to Draft an Explanation?](#) | [Can I View a Sample Explanation?](#)

Program Year [REDACTED]

Explain how you faithfully adhered to and implemented the Improvement Plan (submitted under authority of s. 1002.67, F.S.) for program year [REDACTED]

Enter your explanation here...

Program Year [REDACTED]

Explain how you faithfully adhered to and implemented the Improvement Plan (submitted under authority of s. 1002.67, F.S.) for program year [REDACTED]

Enter your explanation here...

[Save Explanation\(s\)](#)

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[Go back](#) [Next](#)

GCE Application - Step 4 of 6

67% complete

Provider Name: [REDACTED] Provider ID: [REDACTED] Number Year LPP: [REDACTED] Type of Good Exemption Form: [REDACTED]

Evidence of Substantial and Appropriate Gains

Please use the tools below to upload data to show learning gains made by the children attending your program. For each year you will upload a file that represents that data in an organized manner.

Was the VPK Assessment Tool used for the last three program years? Yes No

Program Year [REDACTED]	Choose File No file chosen
Program Year [REDACTED]	Choose File No file chosen
Program Year [REDACTED]	Choose File No file chosen

[Save](#)

[Go back](#) [Next](#)

GCE Application - Step 5 of 6 83% complete

Provider Name: [REDACTED] Provider ID: [REDACTED] Number Year LPP: [REDACTED] Type of Good Exemption Form: [REDACTED]

Individual Circumstances

Enter three narratives which explain your provider center's unique or extraordinary circumstances which led to your low performance for each program year shown below. Unique or extraordinary circumstances which can cause low performance may include a large number of English language learners and/or students with disabilities in your classrooms.

[What's the Best Way to Draft an Explanation?](#) | [Can I View a Sample Explanation?](#)

Program Year [REDACTED]

Cite any extraordinary or unique circumstances under which your provider center should be allowed to continue to deliver the Voluntary Prekindergarten Education Program.

Enter your explanation here...

Program Year [REDACTED]

Cite any extraordinary or unique circumstances under which your provider center should be allowed to continue to deliver the Voluntary Prekindergarten Education Program.

Enter your explanation here...

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[Go back](#)

GCE Application -Step 6 of 6

100% complete

Provider Name:
 Provider ID:
 Number Year LPP:
 Type of Good Exemption Form:

Certification Statement

By submitting this form, I certify that the information I have furnished is true and correct to the best of my knowledge and belief. Please note that Section 837.06, Florida Statutes, provides that [w]hoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 755.083.

[Submit Application](#)

Curriculum/Staff Development Information:

Curriculum Name:

Purchase Date: (MM/DD/YYYY)

Implementation Date: (MM/DD/YYYY)

Did you Participate in Staff Development Plan Yes No

Development Plan Implementation Date (MM/DD/YYYY)

Assessment:

Did you administer the VPK assessment: Yes No

If No What Assessment was Administered:

Certification Statement

By submitting this form, I certify that the information I have furnished is true and correct to the best of my knowledge and belief.

Please note that Section 837.06, Florida Statutes, provides that [w]hoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his or her official duty shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 755.083.

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 [Submit](#)

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STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to the Florida School for the Deaf and the Blind Rule 6D-3.002, Admission and Enrollment Requirements

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1002.36(4)(c), Florida Statutes

EXECUTIVE SUMMARY

Section 1002.36(4)(c), Florida Statutes, provides the Board of Trustees of the Florida School for the Deaf and the Blind, rulemaking authority contingent upon approval by the State Board of Education. The Florida School for the Deaf and the Blind analyzed and found that Rule 6D-3.002, Admission and Enrollment Requirements, needed to be updated and revised to better serve the School's duties to provide educational opportunities for Deaf and Hard-of-Hearing, Dual-Sensory Impaired, and Visually Impaired students. The Board of Trustees of the Florida School for the Deaf and the Blind voted to approve proposed Rule 6D-3.002.

Supporting Documentation Included: Proposed Rule 6D-3.002 and FDSB 2013-01, Application for Student Evaluation

Facilitator: Sidney F. Ansbacher, Esquire, Upchurch, Bailey and Upchurch, P.A., Counsel for Florida School for the Deaf and the Blind

6D-3.002 Admission and Enrollment Requirements.

(1) Definitions. All references to "School" shall mean the Florida School for the Deaf and Blind (FSDB).

(a) Admission. The registration of a student who has been determined to meet the School's eligibility criteria for enrollment as a full-time student in the educational program at the School.

(b) Applicant. A child or adult student who seeks admission into the educational program of the School.

(c) Application. The form entitled Application for Student ~~Evaluation Application~~ (FSDB 2013-01), effective as of ~~January 30, 2014~~ April 24, 2015, incorporated by reference, available on the internet at http://www.fsdb.k12.fl.us/wp-content/uploads/2014/02/completeapp_ENGLISH_2013.pdf <http://www.fsdb.k12.fl.us/application/AppforStuEvalEnglish4-6-15.pdf>, also available on the internet at <http://www.flrules.org/Gateway/reference.asp?No=Ref 05194> [to be filled in], or Application for Student ~~Evaluation Application~~ (FSDB 2013-01 SP), effective as of ~~January 30, 2014~~ April 24, 2015, incorporated by reference, available on the internet at http://www.fsdb.k12.fl.us/wp-content/uploads/2014/02/completeapp_spanish_2013.pdf <http://www.fsdb.k12.fl.us/application/AppforStuEvalSpanish4-6-15.pdf>, also available on the internet at <http://www.flrules.org/Gateway/reference.asp?No=Ref 05195> [to be filled in], or by sending a request to Florida School for the Deaf and the Blind, Admissions, 207 N. San Marco Avenue, St. Augustine, Florida 32084, provided by the School to all individuals seeking admission to the School's educational program. Accurate completion of the form is mandatory and a prerequisite to the process for determining a student's eligibility for admission.

(d) Application process. Also known as the Intake Process. The process for determining a student's eligibility for admission to the School's educational program. The process shall start with the applicant submitting a complete and accurate application, shall include a thorough review of the applicant's records, including the results of any new evaluations obtained by School professionals, and shall conclude with the determination of the applicant's eligibility or ineligibility for admission.

(e) Assignment. The determination by the staffing committee of the educational program(s) in the School to which the student is assigned.

(f) Deaf or Hard-of-Hearing. Applicants or students who meet the following criteria shall satisfy the hearing loss requirement for eligibility to attend the School:

1. An audiological evaluation documents a permanent or fluctuating hearing threshold level that interferes with progress in any one (1) of the following areas: developmental skills or academic performance, social-emotional development, or linguistic and communicative skills as evidenced by:

a. ~~A hearing threshold level of 25 decibel (dB) ± 5 dB~~ A hearing threshold level of 25 decibel (dB) ± 5 dB or greater based on pure tone average or average of 500, 1000, and 2000 Hz unaided in the better ear; or

b. A high frequency hearing threshold level of 25 dB ± 5 dB or greater based on pure tone average of 1000, 2000, and 3000 Hz unaided in the better ear; or

c. A unilateral hearing threshold level of 50 dB ± 5 dB or greater based on pure tone average of 500, 1000, and 2000 Hz unaided; or

d. Auditory Evoked Potential responses evidencing permanent hearing loss at multiple frequencies equivalent to or in excess of the decibel hearing loss threshold criteria for pure tone audiometric testing specified in subparagraphs (f)(1)a., b., and c., of this rule; and,

2. The student needs special education as defined in paragraph 6A-6.03411(1)(kk), F.A.C., effective as of December ~~22, 2008~~, 23, 2014, incorporated by reference, available on the internet at <https://www.flrules.org/gateway/RuleNo.asp?title=SPECIALPROGRAMSI&ID=6A-603411> ~~https://www.flrules.org/gateway/View_notice.asp?id=6534228~~, also available on the internet at ~~<http://www.flrules.org/Gateway/reference.asp?No=Ref 05196>~~.

(g) Dual-Sensory Impaired. Applicants or students who meet the following criteria shall satisfy the dual-sensory impairment requirement for eligibility to attend the School:

1. ~~For students who are diagnosed with a medical condition having the potential for dual sensory loss: One or more of the following visual impairments~~

a. A medical report from a physician licensed in Florida in accordance with Chapter 458 or 463, F.S., unless a report of medical examination from a physician licensed in another state is permitted in accordance with paragraph 6A-6.0331(3)(e), F.A.C., effective as of December 23, 2014, incorporated by reference, available on the internet at <https://www.flrules.org/gateway/RuleNo.asp?title=SPECIALPROGRAMSI&ID=6A-60331>, confirming the existence of

~~such a diagnosis, its prognosis, and the potential for dual sensory loss; and a. A visual acuity of 20/70 or less in the better eye after best correction;~~

~~b. The student needs special education as defined in paragraph 6A-6.03411(1)(kk), F.A.C.; or~~

~~b. A peripheral field loss;~~

~~e. A progressive vision loss; or~~

~~d. Other documented visual conditions including but not limited to extreme light sensitivity or lack of contrast sensitivity; and,~~

~~2. For students with vision and hearing loss: One or more of the following hearing impairments:~~

~~a. Evidence of a vision loss as established in paragraph 6D-3.002(1)(p), F.A.C., or functional blindness as defined by paragraph 6A-6.03022(1)(b), F.A.C., effective as of December 23, 2014, incorporated by reference, available on the internet at <https://www.flrules.org/gateway/RuleNo.asp?title=SPECIALPROGRAMI&ID=6A-6.03022>; and Hearing impairment of 30db or greater unaided in the better ear;~~

~~b. Evidence of a hearing loss as established in paragraph 6D-3.002(1)(f), F.A.C., or functional hearing loss as defined by paragraph 6A-6.03022(1)(c), F.A.C.; and, Other documented auditory conditions including but not limited to monaural loss or an inability to screen out auditory background sounds; or~~

~~c. The student needs special education as defined in paragraph 6A-6.03411(1)(kk), F.A.C. A progressive~~

~~3. A combination of the visual and auditory impairments as specified above which adversely effects, or has the potential to adversely effect, the student's abilities to acquire information, communicate, or function within the environment, unless special instruction, materials, adaptations, or counseling are provided; or~~

~~4. A diagnosed degenerative condition or syndrome which will lead to dual sensory impairment and is likely to adversely affect the areas listed above; and~~

~~5. The student needs special education as defined in paragraph 6A-6.03411(1)(kk), F.A.C.~~

(h) Educational program. The placement, services, and individualized instruction provided to a student specifically tailored to address the student's educational strengths, weaknesses and objectives. All references to the term "educational program" in this rule shall refer to the day program of the School.

(i) Enrollment. The registration by the School of the applicant's name on the School's student roster for purposes of recording with the State the student's attendance at the School. The student may be enrolled as either a fully admitted student who meets the School's eligibility criteria, or as a student on Temporary Assignment pending an eligibility determination.

(j) File Review process. The process of conducting a comprehensive review of an application for admission to the School's educational program, as well as all accompanying records to determine whether additional records or information is or are necessary before the applicant can be scheduled for Intake evaluations.

(k) Florida applicant. An applicant whose residence is within the state of Florida.

(l) "Residence" ~~means~~ The actual physical presence in a place as the parent, legal guardian or adult applicant's place of abode, with the intention to remain there permanently or for an indefinite period of time. Actual presence of the parent, legal guardian or adult applicant for the sole purpose of receiving free education shall not be considered residence.

(m) Staffing Committee. Committee of School professionals, including the Staffing Coordinator, evaluators, assistant principals, and Individual Education Plan (IEP) Coordinators, who participate in making a determination as to whether a student meets the School's eligibility criteria for admission to the educational program. An Eligibility Staffing Committee makes the recommendation as to whether an applicant meets the School's eligibility criteria. A Continuation Staffing Committee makes the recommendation as to whether an enrolled student continues to meet the School's admission criteria.

(n) Staffing Coordinator. School professional who facilitates an applicant's file review process, is knowledgeable about the School's enrollment criteria, and serves as the Chairperson of Eligibility and Continuation Staffing Committee meetings. The Staffing Coordinator is the President's Designee and makes the final decision on the applicant's eligibility for the School.

(o) Temporary Assignment. An applicant's attendance (with parental or guardian consent if the student is a minor) in the School for no more than 90 school days for the School staff to complete evaluations and gather additional information to make an eligibility determination. Temporary Assignment status does not guarantee admission to the educational program as a student who meets the School's eligibility criteria. If the Eligibility Staffing Committee determines that a student on Temporary Assignment status is not eligible for admission to the

educational program, the student shall return to the student's local educational agency. If the student pursues a due process hearing to challenge the School's ineligibility determination, the student's "stay put" placement shall not be the School, but shall be the student's local educational agency.

(p) Visually Impaired. Applicants or students who meet the following criteria shall satisfy the vision loss requirement for eligibility to attend the School:

1. Medical. A licensed ophthalmologist or optometrist has documented an eye condition that causes an impairment as manifested by at least one of the following:

a. A visual acuity of 20/70 or less in the better eye after best possible correction;

b. A peripheral field so constricted that it affects the student's ability to function in an educational setting;

c. A progressive loss of vision which may affect the student's ability to function in an educational setting, not including students who have learning problems that are primarily the result of either or both of visual perceptual and visual motor difficulties; or

d. For children birth to five (5) years of age or students who are otherwise unable to be assessed, bilateral lack of central, steady, or maintained fixation of vision with an estimated visual acuity of 20/70 or less after best possible correction; bilateral central scotoma involving the perimacula area (20/80-20/200); bilateral grade III, IV, or V Retinopathy of Prematurity (ROP); or documented eye impairment as stated in paragraph 6A-6.03014(3)(a), F.A.C., effective as of ~~April 1, 2015~~ March 1, 2008, incorporated by reference, available on the internet at <https://www.flrules.org/gateway/RuleNo.asp?title=SPECIALPROGRAMSI&ID=6A-6.03014>, ~~<https://www.flrules.org/gateway/ruleNo.asp?id=6A-6.03014>~~, also available on the internet at ~~<http://www.flrules.org/Gateway/reference.asp?No=Ref-05197>~~.

2. The student needs special education as defined in paragraph 6A-6.03411(1)(kk), F.A.C.

(2) Criteria for Admission and Continued Enrollment.

(a) Florida applicants who meet the School's admission criteria are qualified for enrollment or continued enrollment without the payment of tuition. Non-Florida applicants who meet admission criteria other than residency shall be enrolled on a tuition basis provided that such enrollment does not deny admission to any qualified applicant who is a resident of Florida.

(b) In addition to meeting the criteria for admission, an applicant shall be classified as a "Florida student" or a "non-Florida student." A non-Florida student shall be required to pay the tuition charges annually established by the Board of Trustees.

1. In determining residence, the School shall consider such matters as voter registration, driver's license, automobile registration, location of bank accounts, rent receipts or any other similar evidence that tends to show the intent to abide in a jurisdiction permanently or for an indefinite period of time.

2. If the applicant is a minor:

a. The applicant shall be presumed to have the same residence as the applicant's parents or as the parent who has legal custody of the applicant, in the absence of contrary evidence.

b. If the applicant's parents reside outside Florida or if the parent who has legal primary custody of the applicant resides outside Florida, the applicant will be presumed to be a non-Florida student in the absence of contrary evidence.

c. If the applicant claims entitlement to be classified as a Florida student due to the appointment by a court of competent jurisdiction of a guardian, or if the applicant has a legal custodian other than the applicant's parents, the burden of establishing a Florida residence is on the applicant.

3. Application for admission as a "Florida student" shall include a written statement by the applicant if 18 years of age or older, or made by the applicant's parents, guardian or legal custodian if a minor, that the applicant is entitled to classification as a Florida student under this rule.

(c) ~~Eligible a~~ Applicants shall ~~may~~ be offered enrollment in the School's day program upon attaining three (3) years of age.

(d) ~~Eligible a~~ Applicants eighteen years or older shall ~~may~~ be offered enrollment admission through the age of twenty-one.

(e) An applicant is qualified for admission to the School's program for the deaf and hard-of-hearing if the applicant meets all of the following admission criteria:

1. Evidence of a hearing loss as established in paragraph 6D-3.002(1)(f), F.A.C.

2. The applicant must possess evidence of the following minimum daily living skills:

- a. Finger feeds self, chews and swallows most foods;
- b. Indicates awareness of being soiled or wet;
- c. Assists in dressing self; and;
- d. Cooperates in bathing.

3. Evidence that the deaf or hard-of-hearing applicant does not exhibit behaviors that adversely affect functioning. Such determination shall be based on:

a. Evidence of an uneven developmental profile and a pattern of qualitative impairments in social interaction, and communication and the presence of ~~any of restricted, or repetitive, stereotyped~~ patterns of behavior, interests, or activities.

b. Medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting ~~persistent~~ medical problem which confines the student to home or hospital, and restricts activities for an extended period of time.

c. Measured level of intellectual functioning more than three (3) standard deviations below the mean on an individually measured, standardized test of intellectual functioning; and level of adaptive functioning ~~either~~ more than three (3) standard deviations below the mean on the adaptive behavior composite or on two (2) out of three (3) domains on a standardized test of adaptive behavior.

(f) An applicant is qualified for admission to the School's program for the visually impaired if the applicant meets all of the following admission criteria:

1. Evidence of ~~Medical.~~ A vision loss as established in paragraph 6D-3.002(1)(p), F.A.C.

2. The applicant must possess evidence of the following minimum daily living skills:

- a. Finger feeds self, chews and swallows most foods;
- b. Indicates awareness of being soiled or wet;
- c. Assists in dressing self; and,
- d. Cooperates in bathing.

3. Evidence that the visually impaired applicant does not exhibit behaviors that adversely affect functioning.

Such determination shall be based on:

a. Evidence of an uneven developmental profile and a pattern of qualitative impairments in social interaction, communication and the presence of ~~one or more of restricted, or repetitive, or stereotyped~~ patterns of behavior, interests, or activities.

b. Medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a persisting ~~persistent~~ medical problem which confines the student to home or hospital, and restricts activities for an extended period of time.

c. Measured level of intellectual functioning more than three (3) standard deviations below the mean on an individually measured, standardized test of intellectual functioning; and level of adaptive functioning ~~either~~ more than three (3) standard deviations below the mean on the adaptive behavior composite or on two (2) out of three (3) domains on a standardized test of adaptive behavior.

(g) An applicant is qualified for admission into the School's program for the dual-sensory impaired if the applicant meets the following admission criteria:

1. Evidence of a dual-sensory loss as established in paragraph 6D-3.002(1)(g), F.A.C. Meets the definition of dual sensory impaired as established by Rule 6A-6.03022, F.A.C., effective as of December 15, 2009, incorporated by reference, available on the internet at http://www.flrules.org/Gateway/View_notice.asp?id=8017552, also available on the internet at http://www.flrules.org/Gateway/reference.asp?No=Ref_05199.

2. The applicant must possess evidence of the following minimum daily living skills:

- a. Finger feeds self, chews and swallows most foods;
- b. Indicates awareness of being soiled or wet;
- c. Assists in dressing self; and;
- d. Cooperates in bathing.

3. Evidence that the dual-sensory impaired applicant does not exhibit behaviors that adversely affect functioning. Such determination shall be based on present:

a. Evidence of an uneven developmental profile and a pattern of qualitative impairments in social interaction, and communication, and the presence of ~~one or more of restricted, or repetitive, or stereotyped~~ patterns of

behavior, interests, or activities.

b. Medically diagnosed physical or psychiatric condition which is acute or catastrophic in nature, or a chronic illness, or a repeated intermittent illness due to a ~~persisting~~ persistent medical problem which confines the student to home or hospital, and restricts activities for an extended period of time.

c. Measured level of intellectual functioning more than three (3) standard deviations below the mean on an individually measured, standardized test of intellectual functioning; and level of adaptive functioning ~~either~~ more than three (3) standard deviations below the mean on the adaptive behavior composite or on two (2) out of three (3) domains on a standardized test of adaptive behavior.

(h) An applicant may not be qualified for admission or continued enrollment:

1. If the applicant or student is determined to be a danger to self or others. Such determination shall be based on evidence of the student's severe injurious, or potentially injurious, behaviors to self or others; lack of awareness or understanding of the surrounding environment; suicidal or homicidal statements, gestures, or ideations; non-compliance with medical management; need for a highly structured program specifically designed for students with mental illnesses or disorders, providing necessary services including extensive counseling, as well as consultation from mental health, medical, or other healthcare professionals.

2. If the applicant or student is determined to be disruptive to other students or to the educational process of that applicant or student, or of other students. Such determination shall be based on evidence of the student's threatening, aggressive, harassing behaviors towards others; level of functioning that requires continuous and excessive supervision by staff, which interferes with the ability of staff to tend to the educational or functional needs of other students; frequent, recurrent pattern of negative, defiant, disobedient, or hostile behavior toward others, including refusing to comply with rules or directives, deliberately annoying others, and blaming others for the student's own misconduct.

3. If the applicant or student is determined to have ~~either of both of~~ medically related health or safety issues that are beyond the scope of either or both of the School's Health Care Center established pursuant to paragraph 1002.36(4)(e)5., F.S., or the School's educational program, and their resources to appropriately manage within their resources.

4. If the parent or adult student refuses to give consent for emergency medical treatment or for the development of a health care plan for students with involved medical problems.

(i) A determination that a student or applicant does not meet eligibility criteria for admission to or continued enrollment in the School's educational program shall be based upon a recommendation by the Staffing Committee, in consultation with professionals. ~~The~~ the Staffing Committee's recommendation shall be based upon all available data, including past evidence of past behaviors, including criminal activity, and as well as health and safety concerns. A final determination of admission or continued enrollment will be made by the President or designee. Impartial due process hearings may be initiated as provided by ~~the Individuals with Disabilities Education Act (IDEA), as incorporated at IDEA, and~~ Rule 6A-6.03311, F.A.C., effective as of March 25, 2014, incorporated by reference, available on the internet at <https://www.flrules.org/gateway/RuleNo.asp?title=SPECIALPROGRAMSI&ID=6A-6.03311> ~~https://www.flrules.org/gateway/RuleNo.asp?id=6A-6.03311, also available on the internet at http://www.flrules.org/Gateway/reference.asp?No=Ref-05200,~~ as a result of such determinations.

(j) There must be ~~(an)~~ individualized evaluation(s) by a qualified individual(s), a determination that the child is eligible to receive specially designed instruction and related services, and a proposed or current IEP, as defined by paragraph 6A-6.03411(1)(u), F.A.C., by a school district.

(3) Procedures for Application.

(a) The School shall maintain an initial application form, the completion of which commences the application process.

(b) Applications for the admission of a student may be submitted by school personnel from the school district/local education agency as defined in subparagraph 6A-6.03411(1)(ee), F.A.C. in which the applicant, applicant's parents, legal guardian, or other person with legal custody resides, hereinafter called the "School District", although a student may not be evaluated or admitted without consent of parents or parent with legal authority to apply, or legal guardian, or student if the student is an adult.

(c) Applications for admission may be submitted directly to the School by parents or parent with legal authority

to apply, legal guardian, or ~~the~~ adult applicant.

(d) If the applicant has already been evaluated by the School District, pursuant to Section 1003.57, F.S., and Rule 6A-6.0331, F.A.C., and determined eligible ~~for a special education for exceptional students~~ as a student with a disability, the applicant ~~shall~~ will be considered for admission.

(e) If the applicant has not been evaluated by the School District pursuant to Section 1003.57, F.S., and Rule 6A-6.0331, F.A.C., and determined eligible ~~for a special education for exceptional students~~ as a student with a disability, a School District and the School may enter into an agreement for the School to evaluate the applicant individual to determine eligibility for Exceptional Student Education (ESE), as defined by paragraph 6A-6.03411(1)(n), F.A.C.

(f) The School shall immediately send a copy of a completed application form to the School District in which the adult applicant or, if the applicant is a minor, his or her parents, legal guardian or person having legal custody of the minor applicant resides and shall request from the School District all current evaluation data and a copy of the current or proposed IEP.

(4) Procedures for Determining Admissions and Assignment.

(a) Upon receipt of a completed application form from a School District, parent or legal guardian, or adult student, the School shall obtain educational, medical, and other records relating to the applicant to assist the School Staffing Committee in its determination of the applicant's eligibility for admission to the School.

(b) The Staffing Committee's determination of an applicant's eligibility for admission shall be made after all records have been obtained and reviewed, any additional requisite evaluations have been conducted, and no additional information is deemed appropriate by the Staffing Committee.

(c) An applicant may be considered for a Temporary Assignment for extended evaluation when a determination of the applicant's eligibility for admission cannot be established through the initial staffing process. A Staffing Committee may recommend that an applicant attend the School on a Temporary Assignment basis for not more than ninety (90) school days. An IEP for the applicant shall be developed and implemented by the School; ~~every applicant attending the School on a Temporary Assignment basis shall have an IEP for the duration of the Temporary Assignment.~~

(d) The Eligibility Staffing Committee shall include the Staffing Coordinator as the chair of the committee and the President's designee, the parents or legal guardian(s), the applicant, professionals qualified to interpret the evaluation results, and other professionals as necessary (for example, audiologist, assistant principal, educational diagnostician, psychologist, health care representative). In addition, a written invitation shall be extended to a representative of the applicant's School District ~~local educational agency~~ to attend and participate in the Intake. Additional personnel may be involved in the staffing meetings as requested by the parent, School, or the ~~s~~School District.

(e) The location of the Staffing Committee meeting shall be at the School unless another location is mutually agreed upon by the School, the School District, and the parent.

(f) In making admission and assignment decisions, the Staffing Committee shall:

1. Draw upon information from a variety of sources, including assessments, teacher recommendations, evidence of the applicant's physical and emotional health, factors relating to the applicant's social or cultural background, and indicators of the applicant's level of functioning, including adaptive behavior skills;

2. Ensure that information obtained from all of these sources is carefully considered ~~by the Staffing Committee.~~

(g) If a determination is made that an applicant meets the School's eligibility criteria and is qualified for admission, the IEP Team shall convene and develop an IEP for the newly admitted student in accordance with Rule 6A-6.03028, F.A.C., effective as of December 23, 2014, incorporated by reference, available on the internet at <http://www.flrules.org/gateway/RuleNo.asp?title=SPECIALPROGRAMSI&ID=6A-6.03028> ~~<http://www.flrules.org/gateway/RuleNo.asp?id=6A-6.03028>, also available on the internet at http://www.flrules.org/Gateway/reference.asp?No=Ref_05201.~~

(h) The student's School District has the initial responsibility of identifying and evaluating the special education needs of the student. If the student then submits an application to the School for enrollment in the School's educational program, and if the student is determined to meet the eligibility criteria for admission to the School's educational program, the School is responsible for the provision of a free appropriate public education. However, a subsequent determination by the School that the student no longer meets eligibility criteria immediately

transfers the responsibility for the provision of a special educational program and related services back to the student's School District.

(i) The President of the School or designee shall be responsible for the following:

1. Reviewing the recommendations for eligibility made by a staffing committee, and, if necessary, reviewing the data relied upon by the committee.

2. Making final decisions on eligibility.

3. Ensuring that an adult applicant or parents or other legal guardians ~~of a minor applicant~~ have been appropriately informed of the Staffing Committee's recommendation and the data upon which the recommendation relies, and ensuring that the consent of an adult applicant, or the parent or legal guardian of an an ~~minor~~ applicant, has been obtained for the applicant to attend the School.

4. Informing the appropriate School District of the School's determination of eligibility and enrollment of each applicant.

5. Ensuring that appropriate procedures and parent notices are completed when a student is deemed no longer eligible for continued enrollment in the School.

(j) The School, or the parent, other legal guardian or eligible adult student, who disagrees with the IEP prepared by the School, or the assignment of the ~~student applicant~~ under the IEP, has a right to dispute resolution available through the Department of Education, as well as a due process hearing as provided by Rule 6A-6.03311(9), F.A.C.

(5) Disenrollment/Continued Enrollment.

(a) A student who no longer meets the eligibility criteria of the School described in subsection 6D-3.002(2), F.A.C., or whose re-evaluation(s) as described in Rule 6A-6.0331, F.A.C., indicate(s) that the student may no longer meet the School's eligibility criteria may be disenrolled from the School following a Continuation Staffing.

(b) A student shall not be allowed to remain on campus if the student is considered to be a danger to self or others.

(c) Upon review of the Continuation Staffing Committee's recommendations, which shall be based on current evaluative data, the President or designee shall render the final decision regarding eligibility for the School.

(d) Parents, legal guardians, and ~~or~~ adult students shall be invited to participate in the Continuation Staffing. The staffing procedures pursuant to Rule 6D-3.002, F.A.C., shall be followed. The President or designee may order an additional staffing committee meeting if it is determined proper procedures were not followed.

(e) Disenrollment of a student shall not take effect until 14 calendar days after the President's, or designee's, written notification of the disenrollment to the school district and to the student's parents or legal guardians or the adult student. The written notification of the disenrollment shall be sent by registered mail, return receipt requested. The School's normal disciplinary procedures may be followed during these proceedings.

(f) If the ~~School's m~~Medical ~~d~~Director suspects that a student may have medically related health ~~and/or~~ safety issues that are beyond the scope of care of the ~~School's h~~Health ~~c~~Care ~~c~~Center, the student shall immediately be sent home, and the student's ensuing absences shall be registered as excused.

(g) When a student is withdrawn by a parent or legal guardian, or if an adult student withdraws, the School shall notify by mail, as soon as possible, the student's most current or last known local school district. ~~A continuation staffing committee, which shall include the parents or legal guardians of a minor student or adult student, as a participant, following the procedures pursuant to Rule 6D-3.002, F.A.C., shall meet to make a recommendation as to whether a student continues to meet the School's admissions criteria.~~

(h) Parents, legal guardians, and adult students may request a due process hearing in accordance with Rule 6A-6.03311, F.A.C., to challenge the student's disenrollment from the School under these provisions.

~~(h) When a student is withdrawn by a parent or legal guardian, or if an adult student withdraws, the School shall notify by mail, as soon as possible, the student's most current or last known local school district.~~

(i) ~~The student, if an adult, or any of his or her parents or legal guardian, if the student is a minor,~~

Rulemaking Authority 1002.36 FS. Law Implemented 1002.36 FS. History—New 12-19-74, ~~Amended Revised~~ 1-29-76, ~~Amended~~ 1-29-80, 5-2-86, Formerly 6D-3.02, Amended 5-5-87, 4-12-90, 12-20-92, 3-29-95, 3-25-96, 4-7-15, _____.



Florida School for the Deaf & the Blind
Do More. Be More. Achieve More.

APPLICATION FOR STUDENT EVALUATION

207 N. San Marco Avenue, St. Augustine, FL 32084, Toll Free: 1-800-344-3732, Local: 904-827-2220, Fax: 904-827-2218

Last Name of Child: _____ First: _____ Middle: _____
 Date of Birth: *Month/Day/Year* _____ Is Child Hispanic or Latino? Yes No Race: _____ Sex: _____
 Place of Birth: (City) _____ (State) _____

Parent/Guardian Personal Information:

	Father	Mother	Guardian
Title:	<input type="checkbox"/> Mr. <input type="checkbox"/> Other	<input type="checkbox"/> Ms. <input type="checkbox"/> Other	<input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Other
Last Name:	_____	_____	_____
First Name:	_____	_____	_____
Address:	_____	_____	_____
City/State/Zip:	_____	_____	_____
County:	_____	_____	_____
Is this your permanent address? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Home Phone:	_____	_____	_____
Video Phone:	_____	_____	_____
Work Phone:	_____	_____	_____
Fax:	_____	_____	_____
Cell Phone:	_____	_____	_____
Email Address:	_____	_____	_____

* Which is the best number above to contact you? _____

Parent's Marital Status: Married
 Divorced (Name of Parent where child lives) _____
 (Please include a copy of the custody papers)
 Other (Please explain) _____

Who has legal custody of the child? _____

Is your child: Deaf/Hard of Hearing?	<input type="checkbox"/>	
Blind/Visually Impaired?	<input type="checkbox"/>	
Dual-Sensory Impaired (Deaf-Blind)?	<input type="checkbox"/>	
Is your child being served in a Special Education Class in his/her local school?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is your child in a program for the Deaf/Hard of Hearing?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is your child in a program for the Blind/Visually Impaired?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please list other Exceptional Student Education (ESE) programs or services your child receives:		

Please include a copy of the most recent Individual Education Plan (IEP)

PERMISSION FOR RELEASE OF INFORMATION

Name of Child: _____ Date of Birth: _____

Please list all schools or other programs your child has attended. (Use additional paper if needed.)

NAME OF SCHOOL OR PROGRAM	COMPLETE ADDRESS (CITY, STATE, ZIP)	DATES OF ATTENDANCE

Please list the name, address and phone number of any service provider who has treated your child. (Use additional paper if needed.)

	NAME	COMPLETE ADDRESS (CITY, STATE, ZIP)	TELEPHONE
FAMILY DOCTOR:			
PEDIATRICIAN:			
NEUROLOGIST:			
CARDIOLOGIST:			
GENETICIST:			
OPHTHAMOLOGIST:			
PSYCHIATRIST:			
PSYCHOLOGIST:			
COUNSELOR:			
EDUCATIONAL EVALUATOR:			
AUDIOLOGIST:			
LOW VISION PECIALIST:			
OTHER:			

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*****By my signature below, I certify that I have listed above ALL persons, facilities, and other providers that have delivered educational, medical, psychological or other services to my child. In addition to the above, I agree to provide updated information regarding such future services that may be provided to my child. I hereby give my consent for any educational, medical, psychological or other service provider to forward all documentary information, including all medical, psychological, and psychiatric information to the Florida School for the Deaf and the Blind upon request of the School. Failure to provide all information or falsification of information will prevent applications from being processed and/or result in disenrollment if the student is found eligible based on incomplete or inaccurate information.**

SIGNATURE OF PARENT/GUARDIAN: _____ **DATE:** _____

This permission for release of information will expire one year from the date of signature above.

HEALTH SUMMARY

NAME OF CHILD: _____ DATE OF BIRTH: _____ SEX: _____

CAUSE OF DEAFNESS OR BLINDNESS: _____

ALLERGIES TO MEDICATIONS: _____

ALLERGIES TO FOODS: _____

ALLERGIES TO OTHER THINGS: _____

PRESENT HEALTH OF YOUR CHILD: _____

PRESENT HEALTH PROBLEMS OR CONCERNS: _____

BEHAVIORAL OR PSYCHOLOGICAL PROBLEMS AND TREATMENT
(excessive fears, hyperactivity, etc.): _____

PAST ILLNESS OR INJURIES: _____

PAST SURGERIES: _____

SPECIAL DIET:

ACTIVITY RESTRICTIONS:

MEDICATIONS YOUR CHILD IS RECEIVING:

SPECIAL MEDICAL TREATMENTS YOUR CHILD NEEDS:

Please make sure you listed your child's doctor(s) on the APPLICATION FOR STUDENT EVALUATION (Release of Information). It is very important for us to have all past medical records.

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

Tuberculosis Questionnaire

Name of Child _____ Date of Birth _____

Organization administering questionnaire _____ Date _____

Tuberculosis (TB) is a disease caused by TB germs and is usually transmitted by an adult person with active TB lung disease. It is spread to another person by coughing or sneezing TB germs into the air. These germs may be breathed in by the child.

Adults who have active TB disease usually have many of the following symptoms: cough for more than two weeks duration, loss of appetite, weight loss of ten or more pounds over a short period of time, fever, chills, and night sweats.

A person can have TB germs in his or her body but not have active TB disease (this is called latent TB infection or LTBI).

Tuberculosis is preventable and treatable. TB skin testing (often called the PPD or Mantoux test) is used to see if your child has been infected with TB germs. No vaccine is recommended for use in the United States to prevent tuberculosis. The skin test is not a vaccination against TB.

We need your help to find out if your child has been exposed to tuberculosis.

Place a mark in the appropriate box:	Yes	No	I Don't Know
TB can cause fever of long duration, unexplained weight loss, a bad cough (lasting over two weeks), or coughing up blood. As far as you know: has your child been around anyone with any of these symptoms or problems? or has your child had any of these symptoms or problems? or has your child been around anyone sick with TB?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was your child born in Mexico or any other country in Latin America, the Caribbean, Africa, Eastern Europe or Asia?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child traveled in the past year to Mexico or any other country in Latin America, the Caribbean, Africa, Eastern Europe or Asia for longer than 3 weeks? If so, specify which country/countries? _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To your knowledge, has your child spent time (longer than 3 weeks) with anyone who is/has been an intravenous (IV) drug user, HIV-infected, in jail or prison, or recently came to the United States from another country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has your child been tested for TB? Yes ___ (specify date ___/___/___) No ___
 Has your child ever had a positive TB skin test? Yes ___ (specify date ___/___/___) No ___

For school/healthcare provider use only

PPD administered Yes ___ No ___

If yes,
 Date administered ___/___/___ Date read ___/___/___ Result of PPD test _____ mm response

Type of service provider (e.g., school, Health Steps, other clinics) _____

PPD provider _____
Signature Printed Name

Provider phone number _____

City _____ County _____

If positive, referral to healthcare provider? Yes ___ No ___

If yes, name of provider _____

PROOF OF FLORIDA RESIDENCY

Student applicants are classified as Florida or Non-Florida residents in order to determine fees. Residents of Florida who meet FSDB's enrollment criteria may attend the School at no charge. Non-Florida residents are charged tuition.

Residency is defined as the actual physical presence in a place as the parent, legal guardian, or adult applicant's place of abode, with the intention to remain there permanently or for an indefinite period of time. Actual presence of the parent, legal guardian, or adult applicant for the sole purpose of receiving free education shall not be considered residence.

A. PARENT'S RESIDENCY

I, _____, am the parent or legal guardian of _____, who is less than 18 years of age. I claim residency in the State of Florida as of the 1ST day of school for my child.

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B. STUDENT'S RESIDENCY

I, _____, am the applicant to the Florida School for the Deaf and the Blind. I am, or will be, 18 years of age or older and I will have been a resident of the State of Florida immediately preceding my first day of class.

PERSONS CLAIMING RESIDENCY IN "A" OR "B" ABOVE MUST COMPLETE THE FOLLOWING AND SIGN

My permanent legal address is:

_____ STREET CITY STATE ZIP

SIGNATURE: _____

DATE: _____

ESOL QUESTIONNAIRE

The laws of the State of Florida require schools to identify and provide services to eligible students whose native language is one other than English. As parents, you can help us identify such students by answering the following questions about your child.

NAME OF YOUR CHILD: _____

NAME OF SCHOOL YOUR CHILD IS CURRENTLY ATTENDING: _____

WHAT IS YOUR CHILD'S CURRENT GRADE IN SCHOOL? _____

IS YOUR CHILD: DEAF/HARD OF HEARING
 BLIND/VISUALLY IMPAIRED
 DUAL-SENSORY IMPAIRED (DEAF-BLIND)

WHAT IS YOUR CHILD'S NATIONAL ORIGIN: _____

WHAT IS THE ETHNIC OR NATIONAL ORIGIN OF PARENTS:

MOTHER: _____ FATHER: _____

HOME LANGUAGE SURVEY

1. IS A LANGUAGE OTHER THAN ENGLISH SPOKEN IN THE HOME? YES NO
 IF YES, WHAT IS THE OTHER LANGUAGE? _____

2. DID THE STUDENT HAVE A FIRST LANGUAGE OTHER THAN ENGLISH? YES NO

3. DOES THE STUDENT SPEAK MOST FREQUENTLY A LANGUAGE OTHER THAN ENGLISH? YES NO

4. WHEN DID THE STUDENT ARRIVE IN THE US? Month _____ Day _____ Year _____

5. WHEN DID THE STUDENT ENTER A US SCHOOL? Month _____ Day _____ Year _____

DATE COMPLETED: _____

STATE BOARD OF EDUCATION
Consent Item
May 20, 2016

SUBJECT: Approval of Amendment to the Florida School for the Deaf and the Blind Rule 6D-12.003, Campus Police Department

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Section 1002.36(8)(f), Florida Statutes

EXECUTIVE SUMMARY

Section 1002.36(8)(f), Florida Statutes, provides the Board of Trustees of the Florida School for the Deaf and the Blind, rulemaking authority contingent upon approval by the State Board of Education. The Florida School for the Deaf and the Blind is required by s. 1002.36(8), Florida Statutes, to have a Police Department rule. This rule meets the requirements of that statute. The Board of Trustees of the Florida School for the Deaf and the Blind voted to approve the attached proposed rule.

Supporting Documentation Included: Proposed Rule 6D-12.003. [Florida School for the Deaf and the Blind Campus Police Manual](#) (under separate cover)

Facilitator: Sidney F. Ansbacher, Esquire, Upchurch, Bailey and Upchurch, P.A., Counsel for Florida School for the Deaf and the Blind

6D-12.003 Campus Police Department.

(1) Police Department. The Board of Trustees of the Florida School for the Deaf and the Blind, or School, shall provide for a safe and secure campus through the creation of a Campus Police Department, as authorized by Section 1002.36(8)(a), F.S.

(2) Staff. The campus police department shall consist of campus police officers, who shall have the same rights, protections, and immunities, consistent with Section 1002.36(8)(e), F.S.

(3) General. The campus police department provides general police services to the School, including protection of its population, buildings, grounds and equipment, and the maintenance of peace and order within the School community, and at its functions. The campus police department shall have the right to provide mutual aid to other law enforcement agencies, excluding enforcement of all traffic and parking regulations, as authorized by Section 1002.36(8)(b), F.S.

(4) Minimum Standards. Campus police officers shall meet the minimum standards established by the Criminal Justice Standards and Training Commission.

(5) Authority. Campus police officers are authorized and empowered by Section 1002.36(8), F.S. to:

(a) Enforce Section 1002.36(8), F.S. to provide for the safety of all persons, and to protect any property or facilities of the School, on School property;

(b) Make arrests, issue citations, and seek the assistance of, and cooperate with, other law enforcement agencies in carrying out police functions;

(c) Pursue violators off campus to make arrests in hot pursuit;

(d) Bear arms in the performance of their duties;

(e) Carry out search warrants;

(f) Serve subpoenas or other legal process and make arrests as authorized by Section 1002.36(8), F.S.;

(g) Enforce traffic laws as authorized by Section 1002.36(8), F.S.;

(h) Enforce all mutual aid agreements, excluding enforcement of traffic and parking ordinances, that are not in conflict or inconsistent with Section 1002.36, F.S., Section 23.1225, F.S., or this rule; and

(i) Employ civilian personnel.

(6) Manual. The Board of Trustees shall establish and enforce a police policy manual as mandated by Section 1002.36(8)(f), F.S., which will be entitled the "Florida School for the Deaf and the Blind Campus Police Manual," which shall include procedures for managing routine law enforcement and emergency law enforcement situations. The current police policy manual, effective August 21, 2015, is incorporated by reference herein, and is available at [http://to be filled in]-, and includes the following forms: Statement of Acknowledgment FSDB Campus Police SOP Manual (SOP 1.01), effective August 21, 2015, incorporated by reference, available on the internet at [to be filled in]; Oath of Office (SOP 3.01), effective August 21, 2015, incorporated by reference, available on the internet at [to be filled in]; and Use of Force Incident Report (SOP 7.01), effective August 21, 2015, incorporated by reference, available on the internet at [to be filled in].

Specific Authority 1002.36(8)(f), F.S. Law Implemented 1002.36, F.S., History – New _____

STATE BOARD OF EDUCATION
Policy Issue for Consideration
May 20, 2016

SUBJECT: 2015-16 Florida College System Performance-Based Incentive Program

PROPOSED BOARD ACTION

For Consideration

AUTHORITY FOR STATE BOARD ACTION

Implementing Bill House Bill 5003 (2016) Section 6 and House Bill 7029 (2016) establishing section 1001.66, Florida Statutes, titled "Florida College System Performance-Based Incentive" effective July 1, 2016

EXECUTIVE SUMMARY

Pursuant to the newly created statute, s.1001.66, F.S., the State Board of Education must adopt a Performance-Based Incentive program which includes benchmarks for measures and metrics and establishes minimum performance thresholds for state and institutional investments. This presentation will provide the State Board of Education with an overview of the refinements made to the 2014-15 performance funding model as the 2015-16 performance funding model is being developed.

Supporting Documentation Included: Florida College System Performance Funding PowerPoint (to be added later)

Facilitator/Presenter: Madeline Pumariega, Chancellor, Division of Florida Colleges

